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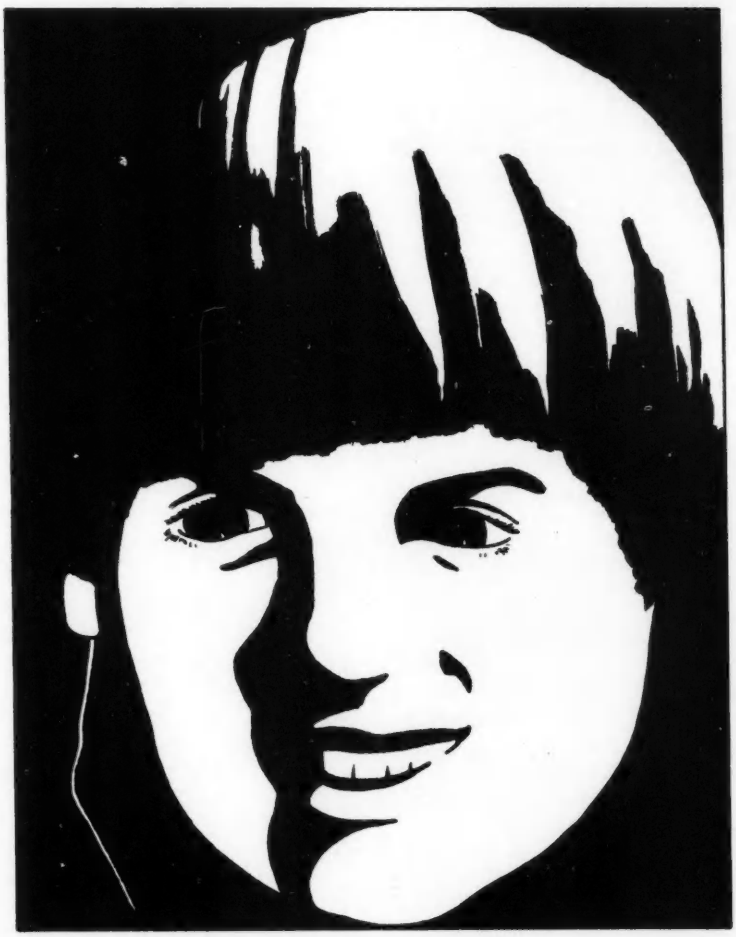

DIVISION FOR HANDICAPPED CHILDREN

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Guest Editor-Ann Kellogg is a program supervisor for the emotionally disturbed for the Division for Handicapped Children. Four articles in this issue deal with programming for the emotionally disturbed in the school districts of Madison, Milwaukee, Neenah, and West Bend. In addition, four articles in the federal programs section deal with personnel preparation and statewide and local Child Find efforts.

Guidelines for Authors

The *Bureau Memorandum* invites manuscripts directed to the common interests of special education personnel in schools. Especially welcome is stimulating writing dealing with (1) discussions of current professional and special education related materials; (2) descriptions of new techniques of innovative practices and programs; (3) research reports of interest and significance to readers. Dialogues, poems, and brief descriptions of new practices and programs will also be considered.

Manuscript Preparation

Manuscripts to be considered for publication in any issue of the *Bureau Memorandum* should:

- be submitted in duplicate (original and one clear copy)
- be typewritten (pica style), double spaced. All references, footnotes, and direct quotations should be checked carefully for accuracy.
- be accompanied by a complete identification of all authors. Include title and position, present location, and mailing address of each author.
- if appropriate, include black and white photos that have good light and dark contrast and that are at least 3" x 5."
- manuscripts should average about 1,500 words—approximately six double-spaced typewritten pages.

Manuscript Submission

- send manuscripts to Editors, *Bureau Memorandum,* Division for Handicapped Children, 126 Langdon Street, Madison, Wisconsin 53702.
- acknowledgement of receipt of a manuscript and notification concerning its disposition will be sent to the main author within 3 weeks of arrival. Additional time will elapse between acceptance of the article and its appearance in print.

The *Bureau Memorandum* is abstracted and indexed in the *Current Index to Journals in Education.*

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Toward Coordination and Cooperation with Community Mental Health and Social Service Agencies

By Jack Schroeder
Coordinator of Specialized Educational Services
Madison Metropolitan School District

No other exceptional education program demonstrates as clearly as the programs for the emotionally disturbed (ED) the need for cooperation and coordination between the public school district and the social service and mental health agencies of the community. The concept of community based treatment assumes home-school-community cooperation and coordination in the delivery of programs and services to emotionally handicapped students and their families.

The strength of the residential-institutional program has been its ability to insure maximum coordination of services, all delivered by a single agency. The challenge of community based treatment is multiagency cooperation and coordination in service delivery.

The Madison Metropolitan School District has over the past several years invested much energy to achieve cooperative - coordinated relationships with the social service and mental health agencies of the community. In looking back, several major factors can be identified as contributing significantly to the gains this district has achieved in interagency cooperation and coordination.

In August of 1973, the Department of Specialized Educational Services identified as a goal: "Closer working relationships with the community and its agencies to prepare the community to receive and understand persons with handicapping conditions. Efforts will also be made to coordinate school programs with other community programs to insure the continuity of education and development for the individual and to reduce unilateral and duplicative effort." At that same time, a goal specific to the programs for the emotionally disturbed was established which stated the need for the ED program to serve as the focal point for the total community efforts in providing services to disturbed students and their families. Both of these goals established the role of the Madison Metropolitan School District's Department of Specialized Educational Services in actively seeking out relationships with the communities' agencies.

Also occuring in 1973 was the initial implementation of Chapter 89 (Chapter 115). The agencies of the community immediately became interested in the schools' role in implementing the intents of the legislation. One very direct concern was the transferring of educational programming responsibility from the residential and day treatment programs to the public schools. The numbers of group treatment homes, group foster homes, and day treatment programs had increased during the early 1970's as a direct result of deinstitutionalization.

Concerns for disruptive - disturbing behavior in the schools prompted the establishment of a Board of Education - Madison Teachers Inc. Joint Committee in 1969. One of the needs identified by this group was for cooperation and coordination of the communities youth service agencies, the Dane County Juvenile Court, and the public schools. As an outgrowth of the meetings held by this committee, a Social Agency Coordinating Committee was established in the spring of 1973 to begin to address the cooperation-coordination issues.

As so often is the case, awareness became the initial objective for all of the agencies as dialogue began through face-to-face meetings of the Social Agency Coordinating Committee each month. As each agency was able to share accurate information about its organization around the issues under discussion, there evolved within the committee increased respect for one another. Less and less time was spent on "bad mouthing" and projecting blame and more time spent on joint problem solving. This committee has persevered and after a relatively short history, achieved stability and defined goals:

1. To serve in an advisory capacity to the board of education and administration of the Madison Metropolitan School District.
2. To develop proposals and serve as an advocate of those proposals among the agencies and governmental bodies of the community.
3. To serve as a forum within which committee members can establish trust and confidence in each other in order to facilitate agency cooperation.
4. To screen ideas and to share concerns that would lead to coordination of agency services within the community.
5. To act as a sounding board for the board of education, the administration, and other agencies with the community.
6. To create task forces or "work groups" as they are needed.

At the present time the Social Agency Coordinating Committee has active representation from Madison Metropolitan School District, Dane County Department of Social Services, Dane County 51.42 Board, Dane County Juvenile Court, Madison Police Department, Dane County Mental Health Center, Dane County Special Education, League of Women Voters, UW-Madison, Madison Association for Retarded Citizens, Martin Luther Centers, Madison Health Department, Children's Services, Division of Family Services and several youth service agencies - Briarpatch, Different Voices, Teen Rap Alternative Counseling, and Drug Information Center.

The school district is represented by a board of education member, the director of specialized educational services (committee cochairperson), coordinator of programs for the emotionally disturbed, a district psychologist, social worker, and ED teacher. From the more formal communications of the committee have evolved the interpersonal, interagency communication patterns which have directly led to cooperative coordinated working relationships. Some of the many accomplishments which can be traced directly to the committee which impact on the programs for the emotionally disturbed are:

1. Development of formal and informal truancy procedures involving the school district, the juvenile court, and Dane County Department of Social Services.
2. Development of child abuse reporting procedures involving the school district, Dane County Social Services, and the Madison Police Department.
3. Development and operation of education programs in the Dane County Detention Center and the Dane County Shelter Home involving the school district and the Dane County Juvenile Court.
4. Development of procedures for Youth Service Agencies working in and with the schools.
5. A screening procedure for new students to the district admitted to group homes, treatment foster homes, and group treatment homes.
6. The development of the Adolescent Center Program, a day treatment program for severely disturbed young adolescents involving the school district, Dane County Department of Social Services, and a Martin Luther Day Treatment team.
7. Development of the R.S.V.P. Program (Center for the study of Relationships, Skills, and Vocations of People), an educational option recently developed by the district for adolescent students.
8. Procedures for the review of all proposed new projects and programs which have mental health implications and school district involvement.
9. Multiagency participation in conferences and meetings sponsored by one or more of the member agencies.

In addition to the specific outcomes briefly described, the committee through a task force structure is working in the areas of youth alcohol and drug abuse, student advocacy, and the role of outside agencies in the schools.

The Social Agency Coordinating Committee has not in itself assumed the role of a "super" interagency governing body. Each participating agency maintains its independence of action. What has been achieved is a forum for gaining a broader understanding of the programs and services of the community and their interrelationships, particularly with the schools. The additional benefit of increased professional interaction across agencies has directly improved the level of cooperation and coordination.

The teacher of the emotionally disturbed who represented the district on the committee was also directly involved in the development of cooperation - coordination efforts through the assignment of diagnostic liaison teacher for the programs for the emotionally disturbed. The major areas of function/responsibilities of the diagnostic - liaison teacher were:

1. Liaison with established community-based treatment facilities/agencies for the emotionally disturbed. Eighteen group treatment homes for emotionally/behaviorally disturbed adolescents operated by state, county, and private agencies are located in the school district. In addition, students from the Mendota Mental Health Institute's Child-Adolescent Programs are enrolled in the district's exceptional education programs. More and more seriously disturbed students are living in the Madison community and served by state, county, and privately operated programs.
2. Provide direct diagnostic/consultative services to individual referrals from other social service and mental health agencies.
3. Liaison with the Dane County Juvenile Court and its programs.

The greatest single contribution made by the Diagnostic - Liaison teachers was the development of procedures and communication patterns which increased cooperation and coordination.

The National Institute of Mental Health has recently identified the development of comprehensive community support systems and an operational vehicle, the Community Support Program (CSP), as a focus for closing the gap in the mental health service system. The ultimate goal is interagency planning and the guarantee of a full range of mental health services in the mainstream, the community. The Social Agency Coordinating Committee and the Madison Metropolitan School District's programs for the emotionally disturbed may represent in the Madison community the embryo for the CSP concept.

Programming for Autistic Children in Milwaukee

By Ronald D. Carter, Ph.D.
Supervisor of Autistic Programs
Milwaukee Public Schools

Milwaukee Public Schools' program for emotionally disturbed children includes eight classes specifically designed for autistic children. Some of the children served in these classes are not necessarily labeled autistic but their emotional disabilities are such that placement in these classes is indicated as most appropriate. Milwaukee's classes for autistic children were created in 1972 in response to the need to serve a population of youngsters not formerly served in a public school setting. In addition to the eight autistic classes, five self-contained complete classes serve as a transition program for the autistic youngsters as they progress in the program.

That which follows is an attempt to describe various facets of Milwaukee's autistic program that may be regarded as particularly important to the administrator or teacher who may be initiating services to a severely handicapped population.

Population—Autism is often manifested as a severe language disorder accompanied by severe behavior management problems that usually originate during the first 2-3 years of life. The autistic person's behavior usually suggests retarded intellectual development with the physical appearance of normalcy. Some autistic persons may, but do not necessarily, show normal or superior abilities in isolated skills such as memory for digits or assembling puzzles. Finally, many autistic persons show what is described as perceptual problems largely in the form of apparent insensitivity to pain, poor eye contact, social isolation, or over-reaction to selected sounds, persons, or visual stimuli.

Curriculum—In view of the fact that the Milwaukee program may be conceived of as a public school-based alternative to institutionalization for many of our children, it is reasonable to assume a wide range in curriculum. In addition to curriculum level being associated with severity of handicapping condition, it may also be associated with the child's age and length of enrollment in our program or some comparable service around the state. Each child's educational plan consists of two major categories of instruction; namely, social behavior management and preacademic/academic skills development. Objectives range from teaching communication (talking, signing, or symbolic pictographs), toileting and compliance to a 3-year-old severely withdrawn child; to teaching basic reading, math, language, personal hygiene/self-help, and prevocational skills to a severely handicapped adolescent; to teaching reading, math, language, music, interactive play, and supervised independence within the school building to a 7-year-old high level functioning child.

In terms of the social behavior management segment of the curriculum, objectives are divided into skills to be increased and into decreasing specific interfering behaviors. Skills such as appropriate play with specific toys, interactive play with peers, tolerating delays (waiting in seat or in line), avoiding contact with personal property of others, attending even though it's not my turn, and raising hand in order to be recognized are all examples of individual child objectives. In contrast, specific interventions are planned for each child designed to control and to decrease deviant behavior such as temper tantrums, bizarre mannerisms, noncompliance, and physical aggression towards self and/or others.

Methodology—There is a heavy emphasis on criterion-referenced instruction. Whether it be the home trainer, classroom teacher, pathologist, or parent engineering the instructional sequence, specific skills are analyzed into prerequisites and subskills and then taught sequentially. Procedures customarily associated with behavior analysis intervention such as reinforcement (positive and negative), extinction, pacing, varying levels of prompting, fading, and over-correction are also variables dictating how a particular subskill will be taught to any one child. Child performance data are gathered through a range of monitoring systems in order to insure responsible decision making about rate of progress and the merits of any instructional procedure.

Assessment—Since autism was initially described in terms of the child's performance characteristics (as opposed to biochemical functions or anatomical features) (Kanner, 1943), its diagnosis can be achieved through direct observation of behavior. Milwaukee's assessment/procedure consists of noting the presence or absence of those behaviors customarily agreed to characterize autism and of attempting to establish chronicity through a structured parent interview. Severity of the handicapping condition is established by determining those academic, self-help, and prevocational skills present or missing. Other observational procedures using a time sampling format may be used for

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The following staff members from the Milwaukee Public School's autistic program were also instrumental in writing this article: Terry Balster, Aileen Davis, Jane Gibbons, Les Gruner, Sue Knoedler, Dave Mikulecky, Dan Stanzel, Mary Steckel, Gini Tabakin, Julie Toepfer, and Sharon Willans.

establishing longitudinal reliability checks on diagnosis and external checks on general improvement of the child (Carter, Peterson, and Stuyvenberg, 1976).

It is considered that assessment of an autistic person should culminate in a summary statement approximating the following:

> (child's name) is reported/observed to display ____ of the 57 identifying behaviors associated with autistic or autistic-like behavior. He/she is reported/observed to show ____ of the 115 receptive language skills, ____ of the 220 expressive language skills, ____ of the 346 motility orientation and adaptive skills, ____ of the 206 self-help skills and, ____ of the vocational skills associated with the curriculum. Additionally, behaviors which interfere with appropriateness of his/her response to the environment are ____ temper tantrums, ____ aggressions, ____ bizarre mannerisms, and ____ compliance, noted in two, 30-minute time samples in (setting/circumstances).

Intervention Strategies—Perusal of the *Journal of Autism and Childhood Schizophrenia* and other relevant journals quickly underscores for the reader the fact that the mode of intervention enjoying widest acceptance in practice, as well as the most sustained research, could be characterized as behavioral/data-based. Basic to this orientation are principles cited earlier under the heading of "METHODOLOGY." To date, it has been our experience and continues to be our belief that practices that best serve the preschool, mute autistic child, closely parallel those that serve the autistic adolescent if not your child and mine. It is our belief that the elusive key to effective orchestration of the instructional (and home) environment centers around the sensitivity of the responsible adult in terms of ferreting our appropriate reinforcers, planning instructional sequences, and providing sufficient novelty in the situation to maintain interest.

Parents—While intensive parent programs are not a typical component of public school services, the uniqueness of the population, research data (Kozloff, 1973; Lovaas et al., 1973), and legal mandates suggest that parent programs are imperative. Such a service can be provided by classroom teachers, home trainers, social workers, occupational therapists, paraprofessional aides, other parents, and any others who may demonstrate the necessary skills. Ideally, the responsibility for working with and teaching adults should be assigned to the person (s) possessing the skills and interest rather than to a specific job title.

Services to parents illustrate activities that may be conducted almost anywhere. Adaptation to a more rural setting may evolve in the form of an exceptional education parent's group rather than a group concentrating on only one handicap. Such an occurrence serves to promote a cooperative venture rather than the competitive fractionation that may occur within a more suburban area. Further, Cain (1976) recommends work in concert as a means for insuring greater impact by parents on public school program quality, as well as mere survival of the group.

Parent services have included "Living with a Special Child," an 8-week parent education seminar consisting of weekly sessions 2-hours long. Topics included information about the handicap, daily family problems in living with an autistic child, school and community resources, advocacy, and lifelong planning for the autistic adult. Additionally, parent behavior management training included observation in the school, home-based observations via videotape, training in general behavior management, as well as specific procedures for selected target behaviors or new skills. Both fathers and mothers, as well as siblings, have participated in these sessions with varying degrees of success. As in all programs, special efforts have to be made to reach some parents. In this connection, two mothers' coffees were scheduled in volunteer homes in order to provide a nonthreatening, comfortable setting. A parent's hotline has emerged and a local chapter of the National Society for Autistic Children as well as a Parent Association for Autistic Children have been created. Such accomplishments seem to be realistic goals irrespective of locale.

Signing—Language receives intense programming in Milwaukee's program. In those cases in which the child shows a marked delay (if not apparent resistance) in development of a functional communication system, verbal production therapy is augmented with manually coded English or pictographs, simultaneous with oral production training (Creedon, 1973; Benaroya et al., 1976). Beyond this, other instructional sequences designed to increase communication are illustrated by the following: sound/word imitation, simple sentence construction, gross sound discrimination, receptive commands, pacing speech for clarity.

Problems that may occur when using a simultaneous approach to communication training should be anticipated in order to avoid concluding that the procedure is without merit because of difficulties. Examples of probable problems are that newly acquired signs may be used perseveratively by the child (e.g. if the child has learned to sign "want cookie," he/she may use that sign combination for all things he/she wants.) Additionally, some parents and/or colleagues may be resistant to use of the procedure, assuming that signing is being used as an alternative to more traditional language instruction. It may be necessary to repeatedly illustrate that a simultaneous mode is being used. Finally, some children who show no motor skills deficits, for reasons unknown to us, may show little or no motor imitation skills. For this population, we continue to search for a viable communication system that they might employ.

Grouping—Logic implies that children should be grouped homogeneously in order to maintain reasonable limits on the materials and curriculum tasks that the teacher must program. Alternatively, our experience would suggest that in some situations in which a larger than usual range of skills is evidenced in a group, unique benefits may accrue. Peer modeling, as well as cross aged tutoring, are potential options available to the teacher. Further, the more competent child (ren) are provided the opportunity to practice responsibility such as "looking after" a classmate on an excursion to the cafeteria or toilet. Thus, one may find that although it is desirable to maintain some degree of homogeniety, extreme allegiance to the concept can lead to such a sterile social situation that any singular attempts by a child to interact come to parallel "the sound of one hand-

clapping." Having varying levels of social/verbal competence present increases the probability of the less competent child encountering more frequent reinforcement in the form of a peer completing the social interchange in the form of a *response* to what might have been an otherwise isolated statement.

Another dimension of grouping is the issue of instructional set. We in special education have been heavily influenced in individualized instruction so that each child's unique needs are served. Consequently, a brief visit to many people's classrooms would verify that although several youngsters may be seated in that setting, learning is occurring in isolation; each child is programmed separately. Clearly, multiple skills, both academic and social in nature, are overlooked and go unrehearsed if the richness of an interactive session such as that afforded by the teacher's rendition of Duck, Duck, Goose, a Peabody lesson, or a Distar session are overlooked. Thus, one must recognize that use of a programming model to the exclusion of an orchestration model may result in a disservice to the child-consumer (Willans, 1976).

Transitioning—Concern is sometimes expressed that exceptional children are placed, reevaluated, and maintained in their placement for the remainder of their school career. By virtue of their placement, their depressed performances remain a self-fulfilling prophecy. Fearful of this problem, strident efforts have been made to promote normalization by frequent movement of students to less and less restrictive environments. During the past year alone, our rate of movement of children within the program (31%) has exceeded our rate of intake (22%).

Movement of children is accomplished at two levels, formal and informal. The classroom teacher maintains close scrutiny of children's performances. This informal observation, coupled with the teacher's omnipresent sense of urgency to "push" skills development at a rapid pace, enables youngsters to show increased competence at an impressive rate. Having arbitrarily set forth explicit criteria for movement, we merely make periodic assessments of youngsters and quickly "promote" them as soon as newly acquired skills show a reasonable degree of stability. Follow-up is maintained via phone visits, direct classroom observations and video demonstrations between sending and receiving teachers.

It should be stressed that referral of autistic youngsters may be to a higher level emotionally disturbed class, to a regular education class in some instances, or to other exceptional education services that afford a less restrictive structure and that provide a wider range of social and/or academic options.

Future Directions—Most prominent among our curriculum objectives that are as yet unmet is the need to provide systematic prevocational training, group living skills training, independent recreational skills, and more intensive parent training (Carter, 1977). Administrative planning sessions, coupled with our parent group's activities would, however, suggest cause for optimism regarding each of these program needs.

Replicability—Visitors occasionally remark wishing for a comparable program to serve a specific child in their home community. Although such remarks are pleasant for us, they demonstrate a degree of shortsightedness in terms of the educational needs of autistic children. A major instructional objective of programming is to increase the extent and time that the youngsters participate in activities involving their regular education age-mates. Thus, segregation or homogeniety of instructional population is not a prized accomplishment. Rather, exposure to diversity and development of appropriate responses to that variety in the environment is a more relevant goal. Competence in engineering behavioral and academic change via systematic procedures of instruction is the critical ingredient to successful programming. To do this, one would require a basic knowledge of or access to curriculum materials that range from preverbal, noncompliance to elementary level computational and/or reading skills. Thus it would seem that the autistic child can be served appropriately if minor program plan arrangements are made to accommodate his/her specialized needs regardless of setting.

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Neenah's Joint School District Program for Severely Emotionally Disturbed (Autistic) Children

By David G. Brotski
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Neenah Joint School District

John Dobbins
Teacher of the Severely Emotionally Disturbed
Neenah Joint School District

The term "autistic children" as used by the National Society for Autistic Children includes persons, regardless of age, with severe disorders of communication and behavior whose disability became manifest during the early developmental stages of childhood. "Autistic children" includes, but is not limited to, those afflicted with infantile autism (Kanner's Syndrome), profound aphasia, childhood psychosis, or any other condition characterized by severe deficits in language ability and behavior and by the lack of ability to relate appropriately to others. The autistic child appears to suffer primarily from a pervasive impairment of his/her cognitive and/or perceptual functioning, the consequences of which are manifested by limited ability to understand, communicate, learn, and participate in social relationships. It is critical to note that Public Law (PL) 94-142 includes autism as an emotional disturbance.

In the spring of 1972, through the efforts of concerned parents, Neenah school administrators, and the State Department of Public Instruction, a program for severely emotionally disturbed children was conceptualized. An educational specialist (classroom teacher), an instructional aide, and a program consultant, working with six youngsters described as psychotic, autistic, or childhood schizophrenic, developed programming based on the tenets of operant psychology. The program was designed to teach new skills in the area of language, prereading, and prearithmetic; to extinguish variant behavior problems; and to encourage and support parents in coping with the problems involved in raising their child. During the first 4 years of operation, the major emphasis of the program was language acquisition, preacademic training, and the modification of bizarre and disruptive behavior. However, as the students became older, there had been demonstrated a need for greater emphasis on the acquisition of self-help skills and the developing of skills necessary for these children to become more independent in functioning within the home and community.

In the summer of 1973, the program was extended to include a 6-week summer experience designed to avoid reversals often suffered by severely emotionally disturbed children because of long periods of absence from the corrective school environment and to provide continued parental encouragement and relief from a full summer without programming for these exceptional children. The Neenah program has been and is an attempt to generate a viable educational service within the public schools assigned specifically to meet the severe performance deficits shown by these children.

There must be a continued development of individual programs tailored to train out excessive behaviors and train in skills now noted as deficit skills. These individual programs are assessed daily and modified as new and better ways for teaching which are demonstrated through the use of systematically gathered data. The program for a given target child must involve all relevant persons in the child's environment. The program should carry the child to the predetermined goal behaviors as efficiently as possible, maximizing change in the shortest time possible.

A diagnostic task analysis approach is used in determining what academic and social behaviors are to be taught. Long-term educational plans are written along with individual behavioral prescriptions for each task to be taught to the child. Sharing, playing, taking turns, and self-help skills will all be considered integral parts of the total curriculum—equally as important as identifying groups of objects, associating color words with objects, labeling, and learning grammatical syntax. Individual behavioral programs will be written with regard to performance deficits in the social skills area. Behavioral excesses will be programmed out when they function as a major interference to normal social interaction or to customary instruction.

Figure 1-John Dobbins working on the Edmark Reading program with two students.

Figure 2-Janet Carr, teacher aide, providing language instruction to a student.

A systematic and objective way for the teacher to evaluate progress in specific tasks or small segments of behavior has been designed using operant behavior recording techniques. By daily graphing of a pupil's correct and incorrect responses and time taken for each task, the teacher can have available as correct and complete a description of the pupil's behavior and progress as possible. This information is utilized in reporting to the parents periodically and other school personnel and in evaluation and subsequent modification of the child's instructional program.

Students in this program are initially segregated for instructional purposes. However, they will be included as participants in school assemblies and other school-wide events. Those students showing high levels of skill development, however, will be integrated into regular class activities to the extent that they are able to function appropriately in that new setting. The amount of time spent and the kinds of activities in which the child is included will be awarded contingent upon both successful performance in his/her home classroom and successful performance the preceding day in the new setting.

As an example, the responsibilities of the teacher who is or will be involved with the child are listed below:

Teacher—

1. Will conduct implementation of interventions with each child.
2. Will conduct diagnostic evaluations in order to increase effectiveness.
3. Will monitor interventions, data collection, and program consistency.
4. Will serve as liaison between program and other school personnel.
5. Will serve as liaison between program and lay public.
6. Will directly be subordinated to coordinator of special education.
7. Will maintain identity with a specified building within the district.
8. Will submit annual progress reports to coordinator of special education.
9. Will implement data gathering by observers.
10. Will serve as member of multidisciplinary team.

Book Review

I Have A Sister - My Sister Is Deaf

"I have a sister.
My sister is deaf.
She is special.
There are not many sisters like mine."

The above is from the first page of a children's book entitled, *I Have A Sister - My Sister Is Deaf.* Published by Harper and Row, it was written by Jeanne Whitehouse Peterson, who has a younger deaf sister, and illustrated by Deborah Ray, an award winning illustrator.

Mrs. Peterson writes with deep insight into the relationships between hearing and deaf siblings - the joys shared ". . . She watches me as we climb. I watch her, too. She cannot hear me shout 'Look out!' But she can see me swing her way. She laughs and swings backward, trying to catch my legs." She writes of the confusion that can occur - ". . . Last night I asked, 'Where are my pajamas? She went into the kitchen and brought out a bunch of bananas from the fruit bowl on the table." She writes of how a hearing sibling must always explain to others about deafness - ". . . My friends ask me about my little sister. They ask, 'Does it hurt to be deaf?' 'No,' I say, 'her ears don't hurt, but her feelings do when people do not understand'."

The written text and illustrations are totally delightful and provide a perceptive portrait of a young deaf child.

While the recommended ages for reading of this book are 5 to 8, this writer heartily recommends the book to readers of all ages, parents and families of deaf children, friends, neighbors, professionals, and anyone else who has contact with deaf youngsters.

". . . My sister cannot always tell me with words what she feels. Sometimes she cannot even show me with her hands. But when she is angry or happy or sad, my sister can say more with her face and shoulders than anyone else I know.
. . . I have a sister. My sister is deaf."

Reviewed by Dagny Bergstrom, Wisconsin School for the Deaf.

Note: Critical Issues in Program Development for the Learning Disabled

- Sponsored by the Wisconsin Division for Children with Learning Disabilities (DCLD).
- A topical conference to be held in conjunction with the national DCLD executive board meeting.
- October 12-14, 1978 at the Concourse Hotel, Madison, Wisconsin.

An Overview of a Secondary Level Program for Emotionally Disturbed Adolescents

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The high school emotionally disturbed program in West Bend serves all types of emotionally disturbed (ED) students, from the aggressive and violent to the passive and socially withdrawn.

The ED programs in Joint School District No. 1 emphasize remedial efforts on maladaptive social behaviors and on maladaptive academic behaviors (the amount of emphasis is contingent on the degree of academic retardation). By definition, those children labeled emotionally disturbed will exhibit behaviors that are so variant and the rate of emission is so frequent that they interfere with effective social and/or academic learning/functioning. Implicit within this definition is a statistical comparison of interfering and deficit maladaptive behaviors to adaptive behaviors. In instances where the former occur with more frequency, intensity, and severity, and as a result the process of learning appropriate social and academic behaviors is totally blocked or severely altered, an emotional disturbance exists.

The following procedures are used singly or in combination as assessment measures for identifying the ED population.

1. Frequency counts of student behaviors during observations:
   a. Percent on-task behavior as compared to "normal" and "best" student.
   b. Frequency counts of other relevant appropriate and inappropriate behaviors.
   c. Observations of settings and the teacher's response(s) to the student you are observing.
   d. Instruments used:
      i) Cobb and Ray Manual for Coding Discrete Behaviors in the School Setting (1).
      ii) An Adaptation of Becker, Madsen, Arnold, and Thomas "Coding Categories for Identifying Classroom Behaviors" (2).
2. Anecdotal narratives based on observation, deliberation with referral source, and deliberation with various school and community personnel.
   a. Where deemed necessary it includes personal contacts with referred students, guidance counselors, the building-principals, each of the student's teachers, any involved social workers, and hall supervisors.
3. Formal and informal test used where deemed appropriate.
   General information—
   a. Peabody Individual Achievement Test (PIAT).
   b. Wide Range Achievement Test (WRAT).
   Reading—
   a. Woodcock Reading Mastery Tests.
   b. Spache Diagnostic Reading Scales.
   c. Hoffman Comprehension and Decoding Assessments.
   d. Reading Mastery Program Assessment Procedure.
   e. Barnell-Loft Specific Skills Series Placement Tests.
   Math—
   a. Diagnostic Arithmetic Combination Test by A. Hoffmeister, Utah State University, Logan, Utah.
   b. Steck-Vaughn Essentials Math Placement Test.
   c. Key Math.
   d. Continuous Progress Step-by-Step Assessment.
   e. Strathmore Math Assessment.
   English—
   a. Informal Penmanship Assessment - Teacher designed.
   b. Spellmaster Spelling Assessment - Curriculum Association.
   c. Teacher designed Spelling Assessment.
   d. Steck-Vaughn Language Placement Test.
   e. Diagnostic Test of Capitalization and Punctuation (SEIMC - UW - Oshkosh).
4. Behavior rating scales completed by various persons previously exposed to the referred student.
   a. Hahnemann High School Behavior Rating Scale (HHSB), Department of Mental Health Sciences, Hahnemann Medical College and Hospital, Philadelphia, Pennsylvania.
   b. Devereux Elementary School Behavior Rating Scale, The Devereux Foundation, Devon, Pennsylvania.

5. When appropriate, the individual (referred) student will provide input.
   a. Conference at time of diagnostic testing.
   b. Teacher designed student general information survey.
   c. Student completes Hahnemann Behavior Rating Scale on self.
   d. Target Behavior by Select-Ed to be completed by student regarding classroom behaviors and/or parents regarding home behaviors.
6. Miscellaneous information such as:
   a. Permanent record card (includes grades received and credits earned).
   b. Attendance reports.
   c. Behavior reports.

We maintain accountability in the ED program by consistently monitoring all academic and social behaviors. This includes pretest and continuous data for academic classes in the form of records, charts, and graphs which visually represent the progress the student has made toward established goals. This information is made available to the student at any time for self-analysis and personal goal setting and is also shared with the parents at conferences as a focus for discussion. These records could include any of the tasks completed, percent accuracy of each task, error-rate on each task, corrections, and rate per minute.

One of our most effective techniques for monitoring resource and integrated students are our weekly progress reports which permit two-way communication between special and regular education staff involved with a particular student. This includes a cumulative grade for the semester, a weekly grade, an attendance record, assignments, upcoming tests, behavior comments, and a space reserved for additional correspondence.

Each week the student meets with his/her ED teacher and reviews the previous weekly reports and academic progress records. He/she then sets weekly goals for specific classes which are subsequently monitored when the following week's reports are received. If a teacher has made a comment regarding an assignment, test, etc., we respond to the teacher via the weekly report. By the process of feedback between staff, we are able to work together in assisting the student in reaching his/her goals.

The goal setting process itself is geared to develop independent decision making on the part of the student. At first the ED teacher may determine which goals are necessary for the student to survive in the high school and gradually the student becomes more involved in the process. This evolves to the point of mutual contract making and eventually the student is solely responsible for setting and reaching his/her goals. We also attempt to make the student aware of and responsive to setting long term goals which may deal with personal and social development throughout his/her high school years. These are always consistent with the individual educational programs (IEP).

In addition to the previously mentioned techniques, we compile midquarter, quarter, and semester grade and attendance summaries, behavior reports, suspensions, frequency counts of both appropriate and inappropriate behaviors, event recordings, time samplings, duration measurements, and planned activity checks. We also keep records of all phone calls made concerning our students. All of this information is available to the student for his/her examination. It is then used as a basis for setting long and short term objectives and as feedback to the student regarding his/her actions within the high school and at home.

We have tentatively proposed a unique experience in goal setting for our students for next year. As part of a social studies class, each student will develop long and short term goals congruent with IEP objectives. In this way, each student plays a significant part in developing his/her own IEP. He/she will also be responsible for monitoring any progress, or lack of progress toward these established goals. He/she will receive academic credit for completing this social studies class completely tailored to his/her own particular needs.

Classroom Management

Our focus in the academic areas is largely remedial with emphasis upon skills necessary for survival in the high school years to come. This includes a basic reading vocabulary, math for living, functional spelling and writing abilities, and those social skills necessary to maintain one's self in society. The student is pretested in each academic area in order to determine both his/her strengths and weaknesses. This pretest information is applied to each respective task analysis to determine the student's standing in each area. We then group students where possible and capitalize upon strengths while remediating weaknesses. This grouping promotes group instruction and makes individualizing instruction more efficient. With this type of student grouping, we are able to use the more socially advanced students as "appropriate models" for the less skilled students to emulate.

Student schedules are determined according to the multidisciplinary team (M-team) needs and recommendations as described in the student's IEP. Students are scheduled into their classes via the regular scheduling procedures used by the high school. The ED teacher works in conjunction with the high school counselor, parent (s), and student in determining a schedule and in the selection of courses. In this way, we are able to meet IEP objectives, parental desires, and student wishes, while maintaining structure in the student's academic day. The specific scheduling decisions are based upon the following:

1. Student's absolute needs for survival and adjustment in society (includes remedial skills).
2. Student's needs in regard to completing the requirements for graduation.
3. Student's personal desires (electives).

Classroom Materials

Reading

As mentioned previously, the students have been grouped according to their reading abilities. The reading class is then divided into skill levels which basically consist of decoding or word attack skills, basic reading and comprehension skills, and advanced reading for knowledge and enjoyment.

The specific materials used in reading instruction are as follows:

1. Reading Master Program, Hyram S. Henderson, Norman F. Erken; Edmark.
2. Barnell-Loft Specific Skills Series.
3. Action Library by Scholastic.
4. Hip Reader - Book Lab, Inc.
5. Hoffman Decoding and Comprehension Kits.
6. Staats Motivated Learning Reading Procedure.
7. Remedial Reading Drills.
8. Think Lab, SRA.
9. High interest/low vocabulary books and magazines.

Writing (Language Arts)

The writing program is similarly task analyzed into a sequence of skills. At the most basic level, the students engage in guided, self-analysis of penmanship, with activities, exercises and frequent mastery checks. The student is then taught appropriate spelling skills, writing phrases, sentence development, paragraph construction, and finally composing stories, reports, and larger themes. The emphasis is purely upon writing to communicate clearly what one's thoughts are.

Language arts materials used in instruction include:

1. Penmanship Analysis Technique - teacher designed.
2. Spelling program based upon "3140 Important Words" by Follett Publishing Company - teacher designed.
3. Spellmaster by Curriculum Associates.
4. Dictionary Mastery Program, H. S. Henderson, N. F. Erken, Robert T. Nash; Edmark
5. Listening and notetaking exercises - teacher designed.
6. Basic writing and report skills - teacher designed.
7. Research Lab - SRA.

Math

The math program is designed in a similar fashion to that of reading program. Briefly, the sequence of tasks consists of mastering the basic math facts of addition, subtraction, multiplication, and division, where both rate and accuracy are stressed. Secondly, the student advances into units of fractions and decimals. Then the student is exposed to subsequent units of percentages, measurements, graphs, ratios, proportions, etc. At the same time, the student receives appropriate practice in the application of math concepts at each level.

Specific math materials used in instruction are:

1. Basic Facts Program - teacher design from Hoffmeister.
2. Math Mastery Program by H.S. Henderson, N. F. Erken, and Patricia B. Willis; Edmark.
3. Strathmore Math Program - SEIMC - UW-Oshkosh.
4. Step-by-Step Fractions - Continuous Progress.
5. Basic Essentials of Math - Part I and II - Steck-Vaughn.
6. Practical Uses and Applications of Math Concepts teacher designed.

Social Studies

The social studies program involves a unique opportunity for students to accomplish their IEP and simultaneously attain high school credit. It is a practical social studies class which focuses upon the study of self and others. It includes individual exercises and group dynamics which go beyond self-awareness, to committment and responsive behavior based upon realistic goal setting and decision making. A modified Transactional Analysis group is used along with contingency contracting and the analysis of human behavior which involves why we act the way we do, how we feel about it, how to change the things we can, and accept the things we cannot change.

A wide variety of materials are used, depending upon each students' IEP. They include any of the following:

1. Self-Incorporated by Agency for Instructional Television.
2. Values Tech by Don Kobert and Jim Bagnell, William Kaufman Inc. Pub.
3. Contingency Contracting In the Classroom by Lloyd Homme, Pub., and Research Press.
4. Improving Study and Homework Behavior by Steven M. Zifferblatt, Research Press.
5. How to Put Up With Parents by Thomas D. Gnagey, Facilitation House.
6. Alternative Teaching Strategies by Marshall S. Swift and George Spivack, Research Press.
7. Developing Student Discipline and Motivation by Reed Martin and David Lauridsen, Research Press.
8. Assertion Training by Sherwin B. Cotler and Julio J. Guerra, Research Press.
9. Personal Effectiveness by Robert D. Liberman, Larry W. King, William J. DeRisi, and Michael McCann, Research Press.
10. Progressive Relaxation Training by Douglas A. Bernstein and Thomas D. Borkovec, Research Press.

The conventional social studies content of world and American history, map reading, citizenship knowledge, etc., is offered within the high school social studies department. A special section is being designed to accommodate our students as part of a mainstreaming entry program. The West social studies teachers are prepared to work with the ED teachers and students in providing our students with the necessary social studies content that their department offers. This course will be able to absorb entering freshmen as well as upper classmen throughout the year. This mainstreaming is planned to occur at midquarters, quarters, and semesters without interruptions in the course content flow.

Science and Special Approaches:

The science program is another mainstream oriented approach. Where necessary, students are taught the physical science curriculum of the science department by the ED teacher. This class has a low teacher/pupil ratio and exists to meet the needs of those students whose unruly behavior might otherwise interfere with the learning in the regular education class. Nevertheless, we are presently working on the development of a mainstreaming program for science that is similar to the social studies project. In the future, we hope to develop similar approaches in the driver's education, physical education, and industrial arts areas. The reason being that these courses presently involve a lack of significant success experiences for our ED students.

Mainstreaming

At this point we have developed a tentative program plan to assist newly entering freshmen in the transition from the middle school to a high school with modular scheduling and increased unstructured time. Our plan includes a teaching sequence which successively decreases teacher control and structure over the student and simultaneously increases a student's personal responsibility for himself/herself and his/her actions. To do this we intend to selfcontain all incoming freshmen in order to provide us with an opportunity to assess and develop a program which best meets their specific needs. Freshmen will be excluded from this approach where it has been otherwise determined completely unnecessary by the M-team.

The program sequence which will be subject to revision as deemed necessary by individual cases and problems we may encounter is described as follows:

1. Grade 9 (Semester I)
   The student will be scheduled into ED classes of reading, math, language arts, social studies, and science, if necessary. He/she will be able to select one additional elective course in addition to physical education.

   Grade 9 (Semester 2)
   The student will continue selfcontained programming where necessary to maintain remedial instruction or will be mainstreamed into appropriate level remedial courses in regular education. We will also begin mainstreaming into other electives or regular education courses.

2. Grade 10
   The student will be further selfcontained where necessary for academic/social needs. We will accelerate mainstreaming into special course sections which have been arranged with regular education teachers in the following areas:
   social studies; essentials math; health (9th grade elective); reading power; physical science; and IIS biology.
   Proposed areas include: industrial arts; physical education; and driver education.

The 10th grade plan may be implemented for freshmen who have exhibited consistent social/academic competencies within the school setting and subject areas.

3. Grade 11
   The student will continue to increase mainstreaming and will select additional regular education classes. At this point the student may enter the program under a resource arrangement if desirable. Again, this stage may occur earlier dependent upon individual progress and development.

4. Grade 12
   The student is expected to participate totally as a resource student or achieve complete dismissal from the ED program. Hopefully, the student will be able to operate in a selfsufficient manner and assume responsibility for himself/herself.

The intent of this approach decreases student dependency and encourages learning without constant assistance and guidance. The selfcontained/integrated programming is to be faded out as success experiences, confidence, and self-esteem increase.

In other areas of mainstreaming, we have participated in an all district inservice to inform the staff regarding the special needs of students. This was a priority in our first year of teaching and continues to be a vital area. We also conduct informal individual inservices through discussions with staff members concerning student assessment and programming. We function, for the most part, as a regular education staff by taking part in school functions and by participating in school/social activities.

The weekly program reports, previously mentioned, are an integral part of our mainstreaming approach. When immediate feedback is provided to us by the regular education staff, we deal with the problem as soon as possible. We also distribute free-drink cards to those teachers who assist in weekly monitoring. These cards are donated by a local restaurant.

With the ED students, improved social behavior and adjustment is a focal point in successful mainstreaming. Our primary thrust is remediation of social deficits whereby we strive to teach our students to behave more appropriately over an extended period of time and under various setting conditions. As a result of our services, students in our program will advance to a level more closely approximating that of his/her peers. We are delighted to say that we have received tremendous cooperation in most of our attempts

and alternatives in mainstreaming which is essential to our success.

Other areas of cooperation involve working with the hall supervisors in handling behavior problems of our students in the high school. We also work closely with the school administrators in dealing with any special problem situations our students encounter. In times of need, we will act as intermediates between regular education teachers and an ED student or parent. We frequently encourage parents and teachers to observe our program and visit with us and our students.

Parental and Community Involvement

An absolutely crucial area for program success is maintaining parental communication. At the basis of all parent contacts is a continuous information flow. This begins with an initial orientation to the program. We have planned an informal contact at a picnic during the first week of school. We also distribute bulletins describing program objectives, specific individual goals, and generally communicating what we are doing. We maintain regular conferences as required by the school district and the high school for quarterly and semester grading periods. This amounts to approximately four to six meetings each school year. In addition, we try to contact parents using what we label as "Friday phone calls," in which we briefly mention the positive academic and social development of their child. Although this was difficult to maintain due to time constrictions, it was beneficial to the extent that the parents increased their awareness of our program's intent. At this time, we could report on good attendance as well as improved academic and social performance. We have also held conferences with parents when crisis situations have occurred. In particular, we try to meet with parents when we are considering program changes such as mainstreaming or selfcontainment. We occasionally appear in court, along with the high school representatives and the parent, to represent the special needs of our students. This action benefits the student, is appreciated by the parent, and makes us knowledgable in the student's community life. On occasion, a parent requests help in dealing with his/her child at home. In certain situations, we recommend approaches to use in teaching their child appropriate social interactions. Past experience indicates that it is best to wait for a parent to request this information since at that point the parent is totally willing to listen and implement the suggested approaches and techniques.

Numerous community agencies also serve a functional role with regard to our program. The Youth Service Bureau (YSB) assists in finding part-time jobs for some of our students. This employment involves the youngsters in a helping capacity particularly in tutoring younger students in remedial areas. Some of our students have shown remarkable responsibility in this area.

Open-Door, the local drop-in center has offered assistance in providing services to our students outside of their academic day. The student responses in this area has not been great and it remains to be further explored.

The Comprehensive Community Service Agency (CCSA) provides counseling services which we utilize when this is a recommendation of the M-team. We attempt to maintain contact with the counselors and the parents in regard to this service since the therapy often expands into the family structure.

Also, an area for future development is filling the gap in programming during the summer months. We are investigating an arrangement with the community agency, "Outward Bound," to possibly have our students participate in a summer program of camping activities.

We also hope to enhance the community/school relationship by providing remedial programs in reading/math during the summer months.

We solicit much community support from our businesses in the form of nominal contributions to our program. These include rewards such as coupons for food substances from local restaurants. Local businesses have contributed furniture and carpet remnants to be used in our program.

Token System

With some of our students, it has become apparent that behaviors necessary for adjustment are absent from the students repertoire, behaviors considered undesirable have been learned, and the motivational (reinforcement) system that has been learned is inappropriate in some respects. The reasons for this may be one of many; the student never received training in the desired behavior; the training received was poor or ineffective; or the learning conditions were not appropriate for the student. Whatever the cause, the result is that the reinforcers present in the average classroom became inadequate - the student was no longer motivated. His/her previous experience has not provided the necessary motivational system to maintain good learning behaviors.

The inappropriate learning conditions magnify into serious deficits by resulting in limited or deficit behavioral repertoires. The student's lack of skill (social and academic) is likely to be treated aversively: the student is gibed at, teased, ignored, avoided, and looked down upon. Successful students, teachers, academic material, and the total school situation can in this way become learned negative reinforcers. The student is now likely to react by escaping school (daydreaming, class cuts), avoiding school (poor attendance), withdrawing from the school scene or by indicating an anxiety-type reaction, and by behaving aversively to the school and its inhabitants (vandalism, fighting, baiting teachers). Thus, a deficit motivational system can lead to the further development of inappropriate reinforcers and inappropriate behaviors (3).

For the previously mentioned reasons, we have developed and implemented a token system to provide the necessary motivation and excitement to an otherwise unrewarding experience. Our initial experiences have included a tremendous amount of learning on our part, but with consistent and systematic application, we have been reinforced exten-

sively with favorable results. The token economy fits well within our total approach and is used when the student and teacher see it as being appropriate.

As part of the student's learning experience, the motivational system begins to wean the instant it is designed. Selfmanagement is encouraged at all times, and is in fact, an ultimate goal of our entire approach. Advancement in each behavior class is increased while the amount of reinforcement decreases. A consistent shaping procedure toward naturally occurring reinforcement is developed for each student, while the ultimate goal of developing a happy and adjusted individual who works for personal pleasure and the joy of learning. For example, short term goal setting and analysis are shaped toward long range planning, greater degrees of decision making skills are shaped, and grades, points, and external praise are shaped toward increased intrinsic reinforcement and selfdelivered secondary reinforcers.

We have developed a method to determine effective reinforcements using the Q-sort technique which our students learn during the application of the "Target Behavior Game" as we call it. Once individual reinforcement hierarchies are established, we arbitrarily assign point values (prices) to items obtained from various businesses, a reinforcement fund, and through our own creative initiative. The "store" is then open 3 days a week at which times purchases may be made.

Absolutely anything can be connected with this system of motivation once it is developed. With creativity and ingenuity, the basic procedures can be generalized and applied to a broad gamut of behaviors occurring in the various settings ED behavior is said to occur. Some common behaviors that we may deal with include: arriving on time, working in an appropriate area, remaining on task, and completing all required assignments. These behaviors are briefly defined on "lounge tickets" which are easily distributed to students who are displaying appropriate behaviors. To the extent that someone's personal health and safety is not affected, we make a conscious attempt to ignore inappropriate off-task behaviors. Limitless behaviors are also attached to this point system and for various students, may involve any one or more of the following:

1. Behaviors defined and observed via our various observation format.
2. Home and school behaviors defined in Target Behavior.
3. Behaviors identified using Hahnemann High School Behavior Rating Scale.
4. Behaviors identified by the M-team.
5. Behaviors identified by the parents.
6. Miscellaneous in school behaviors that are relevant to the student's success.

Behaviors are defined for each student in the development of his/her IEP and by the student himself/herself in weekly conferences and on personal initiative. Selected behaviors occurring under various setting conditions are then arbitrarily awarded point values which can be earned by the student by performing the necessary task (s). Arrangements are also regularly made on an individual basis in order that the entire program will truly comply with each individual's educational plan in a unique way.

Baseline measurements are obtained in a variety of ways, (permanent product measurements, event recording, time sampling, duration counts, and planned activity checks). Behaviors, setting conditions, the direction of change, reinforcements, weaning procedures, and the particular technique (s) to be used are then determined. Consistent monitoring is maintained in several ways (weekly progress reports, charts, graphs, written accounts, etc.) and are frequently shared with the persons involved. Progress toward the goals which are set and the final results of any single program are also shared with those involved and are discussed in terms of personal feelings. This ultimate success and memorable impressions are a small part of the rewarding experiences our students and ourselves experience in a year's work.

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The Role of Peers in Modifying Classmates' Social Behavior: A Review

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A multitude of studies published in the last decade have reported adult-directed modifications of children's problem social behavior in classroom settings. In general, two types of teaching procedures have been employed: (a) the differential focusing of teachers' social attention to reinforce target children's desirable actions (Cooke and Apolloni, in press; Redd. 1969; Strain and Timm, 1974) or to socially punish their undesirable actions (O'Leary, Kauffman, Kass, and Drabman, 1970); and (b) teacher issuance or withdrawal of primary (Risley and Wolf, 1967; Wolf, Risley, and Mees, 1964) activity (Addison and Homme, 1966; Daley, 1969), or token (O'Leary and O'Leary, 1972) reinforcers to accelerate or decelerate various topographies of behavior. While these procedures have produced clinically significant improvements in problem children's social behavior, several difficulties have been encountered. We identified these difficulties and reviewed alternative behavior modification research, i.e., the involvement of peers in programs to change the behavior of problem children in classroom settings. We also considered some ethical issues associated with peer behavior modification programming.

Problems with Adult Interventions

Adult-implemented differential reinforcement programs pose numerous practical problems. First, they require the continuous presence of an attentive adult. Although the development of time sampling recording techniques (Bijou, Peterson, Harris, Allen, and Johnston, 1969) and automated reinforcement delivery devices (Drash, 1972; Tate, 1968) have somewhat alleviated the time commitment required for teachers to implement behavior modification programs, the demand for direct adult surveillance of target children remains. Given the high pupil-teacher ratios found in most school settings, it is questionable how often teachers can spend large amounts of time systematically reinforcing or punishing the actions of individual problem children. Employing peers in behavior modification programs with problem children, however, could serve to offset this difficulty, as they represent a ready and abundant source of manpower in classroom situations.

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A second liability associated with teacher-directed reinforcement concerns the inconsistency in programming which frequently arises as children move about a variety of classroom environments. The territorial nature of teachers' assignments often prohibits them from maintaining consistency in programming for individual children across settings (e.g., classroom, lunchroom, gymnasium). Peers in the elementary grades, however, usually stay together throughout the school day and are thus often in an excellent position to maintain consistency in their reactions to problem children across the variety of settings that comprise the school environment.

A third difficulty encountered is the surreptitious nature of many forms of deviant child behavior. Children often display deviant social behavior (e.g., stealing, bullying, cheating) only when they are out of their teacher's view. Given such circumstances, it is very difficult for teachers to intervene effectively. Behavior modification programs require some means of monitoring problem behavior and a plan to make salient environmental events immediately contingent on changes in targeted behavior. To obtain successful outcomes individuals in problem situations must be induced to monitor behavior and mediate intervention programs (Tharp & Wetzel, 1969). Recent research findings indicate that peers can be trained to monitor and respond therapeutically to classmates' problem behavior, thus operating as effective behavior change agents to help those children experiencing learning problems develop productive and adaptive behavior.

A final difficulty with exclusively teacher-directed behavioral interventions is that behavior changes so engineered may not endure in the teacher's absence. Redd (1970) found that improvements in children's social play extinguished when the teacher who had differentially reinforced the target behavior withdrew from the play situation. Similarly, Lovaas and Simmons (1969) found that punishment effects lasted only while a punishing social agent was present. As noted earlier, childhood peers often stay together throughout the school day. Changes made in children's behavior through peer-monitored and instituted procedures, then, might endure across stimulus conditions. In support of this contention, Surratt, Ulrich, and Hawkins (1969) have found that children trained to attend to task by a peer

remained at task so long as the trainer-peer was present. This effect continued even after the peer-reinforcement conditions were removed.

Peer Behavior Modification Strategies

There thus seem to be numerous areas of rationale supporting the use of peers in behavior change endeavors with children. In fact, a variety of peer programming tactics now exist which have been successful in inducing desirable changes in problem children's social behavior. These procedures may be considered in terms of several types.

Modeling—Several investigators have demonstrated the value of involving peers as models to assist in behavior modification efforts to treat classmates' social behavior. Much research has shown that children are likely to imitate a peer whom they observe to be the recipient of reinforcement (Bandura, Ross and Ross, 1963; Broden, Bruce, Mitchell, Carter, and Hall, 1970; Carnine, Becker, Thomas, Poe, and Plager, 1968; Christy, 1975; Clark, 1965; Geshuri, 1972; Kazdin, 1973). Thus, it seems that one way to establish a peer as a behavioral model would be to provide reinforcement to the peer in the presence of the imitator. Conversely, Walters, Park, and Cane (1965) have demonstrated that children become less likely to imitate a peer who is punished for a behavioral transgression.

Apolloni, Cooke, and Cooke (1975) have trained a nonretarded toddler to function as an effective behavioral model for retarded age-mates in an integrated preschool setting. Their study revealed that although retarded toddlers did not imitate a nonretarded classmate initially, behavioral programming to bring the retarded children under the imitation control of nonretarded peers was effective for teaching generalized material use and motor gestural responses. Seemingly, then, the use of normal peers as change agents with handicapped children offers a promising area of applied research and classroom programming for mainstreaming the handicapped. Walker and Buckley (1972) and Weinstein (1971) have used peers to facilitate the reentry of behavior - disordered elementary-aged students to public school classrooms.

Peer Reinforcement Strategies—Other applied research has reported behavior modification procedures which are geared to teaching a peer either to reinforce or ignore the behavior of a target child. Csapo (1972), for example, taught behaviorally disordered children to imitate normal peers with appropriate classroom repertoires. The appropriate children not only served as models but also dispensed tokens to the disruptive children contingent on their desirable classroom activities. Similarly, Apolloni (1975) used normal age-mates to model and reinforce imitation of play responses by trainable mentally retarded children. While Long and Madsen (1975) used 5-year-olds as reinforcing agents to modify the inappropriate classroom behavior of 3-year-old preschoolers.

The systematic withdrawal of peer attention has also been used as a tactic to produce clinical gains to disruptive children's behavior. Solomon and Wahler (1973) and Lovitt, Lovitt, Eaton, and Kirkwood (1973) have demonstrated that the withdrawal of peer attention may serve as an effective tactic to reduce disruptive classmates' inappropriate behavior. Peer attention may also maintain inappropriate child behavior (Buehler, Patterson, and Furness, 1966; Patterson, Littman, and Bricker, 1967). Thus, teachers may be well advised to institute systematic procedures to channel peer attention towards desirable and productive behavior changes in problem children.

Cooperative Programming Arrangements—Other behavior modifiers have employed cooperative programming arrangements which relied on contingent rewards to both target children and peers for reciprocal behavior changes. Walker and Hops (1973), in working with socially isolated children, have demonstrated that social interaction may be increased by structuring situations in which both withdrawn children and classroom peers are reinforced for increasing frequencies of reciprocal social behavior. Nelson, Worell, and Polsgrove (1973) have successfully taught behaviorally disordered children in a residential camp program to manage various aspects of assorted behavior change programs with their peers.

Another cooperative programming arrangement to involve peers in behavior modification strategies with problem classmates has been to modify target children's behavior through adult attention and tokens to bring peer group contingencies into play Kirby and Toler (1970) required peers to verbally interact with a target child to receive a candy reward. Strain and Timm (1974) reinforced an isolated child for her social responding in a successful attempt to increase reciprocal peer group social attention. In a similar vein, Kazdin (1971) advocated having individuals with maladaptive behavioral repertoires issue tokens to peers for supporting desired behavior changes. These procedures raise the issue of how to program the target children's behavior to create reciprocal therapeutic effects in peer behavior (Strain, Cooke, and Apolloni, 1976). This seems a promising area of future research.

Desensitization tactics—Gittleman (1965) has described a desensitization procedure for teaching behavior-disordered children to control aggression toward peers. In an illustrative case history, an aggressive adolescent was taught, through a series of rehearsal sessions, to tolerate a hierarchical progression of instigatory behaviors role-played by peers. Other researchers (Kravetz and Forness, 1971) have used desensitization procedures to stimulate peer interaction in a withdrawn child. The active involvement of peers in desensitization projects with classmates may thus be a highly practical way to decrease negative social-emotional behavior.

Ethical Considerations In Peer Behavior Modification Programming

Ethical issues surrounding behavior modification have not been ignored by proponents of behavioral technology (Cahoon, 1968; Cooke and Cooke, 1974; Davidson and Stuart, 1975; Kanfer, 1965). However, ethical concerns become particularly salient with the suggestion of child-peer pro-

gramming. Specifically, it becomes crucial to determine the effects on peers of their participation in behavior modification with problem children. Few behavior modification researchers who have investigated peer programming have monitored the effect of the intervention on peer confederates. Siegel and Steinman (1975) have recorded the on-task, independence, and compliance behaviors of both target children and their peer teachers. The peer teachers increased their rates of the desired behaviors when they reinforced the same behaviors in the target children. We were unable to locate a single report of peer behavior modification research in which peers suffered detrimental effects from their participation in behavior change projects. Certainly, however, researchers and practitioners should be sensitive to the possible effects on peer participants in behavior modification projects. They should include methods by which to gauge any such outcomes, positive or negative.

A more social-philosophical or ethical issue associated with peer programming is whether or not children have the maturity to help their peers change maladaptive behavior patterns. That is, are teachers justified in enlisting the assistance of children in behavior modification efforts? While an answer to this rather pervasive question is rooted fundamentally in one's value system, a positive response certainly seems to have social validity. It is deemed generally desirable in our society for citizens to extend assistance to one another. Shouldn't this opportunity also be offered to school children? It seems, in fact, that under the conscientious and systematic guidance of a skillful teacher, peers being trained to assist children with behavioral anomalies may represent a most pragmatic example of good citizenship training.

Perhaps the ultimate social significance for using peers to assist in the regulation of children's problem behavior patterns is that children can develop working familiarity with behavior principles. McLaughlin and Malaby (1975) have successfully programmed schoolage children to design, implement, and evaluate behavior change projects with their peers. In so doing, they found that children are capable of learning sufficient behavioral technology to produce socially desirable changes in another's performance. Such learning might also increase children's awareness of the contingencies affecting their own behavior (Mahoney and Thoresen, 1974). If we are to believe Skinner's report (1948, 1953, 1974) that knowledge and use of behavioral technology can be applied to build societies in which cooperation and peace prevail, then educating children to use such technology for the benefit of their peers, and ultimately their social system, seems an entirely ethical undertaking.

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Do You Know?

Emotionally Disturbed

Rules and Regulations

The rules and regulations for Public Law (PL) 94-142 (121a.5 (b) (8) (i)) define "seriously emotionally disturbed" as follows: (i) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance: (A) An inability to learn which cannot be explained by intellectual, sensory, or health factors; (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (C) Inappropriate types of behavior or feelings under normal circumstances: (D) A general pervasive mood of unhappiness or depression; or (E) A tendency to develop physical symptoms or fears associated with personal or school problems. (ii) The term includes children who are schizophrenic or autistic. The term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

Checklists for Goals and Objectives

Checklists useful in developing terminal goals and objectives for autistic children (submitted by David Brotski, John Dobbins, and Ronald Carter, Ph.D.):

1. Progress Assessment Chart (PCA), Level I and Level II. A list of 100 items sequenced based on the average child's development of skills in various levels. Initially designed for use in assessment of the mentally retarded. By J. C. Gunzburg: 1963 and 1965 and published by National Association for Mental Health, London.
2. TMR. Performance Profile for the Severely and Moderately Retarded. A 240-item checklist used in the evaluation of various skill areas. The distance between items is very unequal. Reporting Service for Exceptional Children. Ridgefield, New Jersey: 1965.
3. Pupil Development Progress Scale in *Roadmap to Effective Teaching:* Comprehensive Coordinated Curriculum for Special Education. An 800-item checklist and curriculum guide. Monterey County Special Education Department, Salinas, California: 1970.
4. Behavioral Characteristics VORT, Corporation. Progression, 1973. P. O. Box 11132, Palo Alto, California 94306. $19.85.
5. Diagnostic Checklist for Behavior Disturbed Children (autistic-type E2 and E3), 1977. Institute for Child Behavior Research, 4758 Edgeware Road, San Diego, California 92116. $.12.

Videotapes, etc.

Videotapes, films, cassettes useful in demonstrating operant behavior techniques to parents, teachers, and instructional aides (submitted by David Brotski and John Dobbins).

1. Teaching Self-Help Skills to Children with Behavioral Disorders. Videotape or 16-mm film. Behavior Technology Inc., Columbus, Ohio: 1972.
2. Teaching Social-Recreational Skills to Children with Behavioral Disorders. Videotape or 16-mm film. Behavioral Technology Inc., Columbus, Ohio: 1972.
3. Cassette tapes by Gerald Patterson and Marion Torgatch on Positive Reinforcement, Pinpointing and Tracking, Time Out, Negotiation, and Contracting. Research Press, Champaign, Illinois.

Organizations, etc.

Organizations, etc. serving emotionally disturbed youngsters:

1. *Behavioral Disorders* is the new official journal of the Council for Children with Behavioral Disorders. The journal publishes articles which focus upon research and practical concerns of those who work with behaviorally disordered children and youth, and a particular emphasis upon solutions in educational contexts. The journal appears quarterly with yearly subscriptions at $12.50. Subscriptions may be obtained from Dr. Albert H. Fink, editor, Smith Research Center, Room 150, Indiana University, Bloomington, Indiana 47401.
2. Council for Exceptional Children, Division for Children with Behavioral Disorders, 1920 Association Drive, Reston, Virginia 22091.
3. Madison Area Society for Autistic Children, Inc. David Brubakken, 301 Troy Drive, Madison, Wisconsin 53701; phone 608-244-8190. An advocate group made up of parents and professionals to get community services for children with "autistic-like" behavior.
4. National Society for Autistic Children, NSAC Information and Referral Services. Ruth C. Sullivan, 101 Richmond Street, Huntington, West Virginia 25702.
5. Parent Advocates for Children Today (ACT), Milwaukee Mental Health Association, 161 W. Wisconsin Avenue, Milwaukee, Wisconsin 53203; phone 414-276-3122.

They will help anyone, anywhere organize a local parents group and find information on services and programs in other areas.

6. The Wisconsin Association for Children with Behavioral Disorders (submitted by Ralph Wasch). The Wisconsin Association for Children with Behavioral Disorders (WACBD) is a voluntary membership organization of professionals concerned with furthering the education and general welfare of children with behavior disorders. The association encourages and promotes professional growth and research as a means of better understanding the issues related to these children. This is accomplished through association and other organization-sponsored workshops, conventions, and meetings, such as the WACBD Fall Conference, the Oshkosh Conference, and the Wisconsin Joint Conference on Special Education. WACBD is made up of teachers, supervisors, teacher-trainers, aides, students, and others who are interested in children with behavioral and emotional problems. The association is affiliated with the Council for Children with Behavior Disorders (CCBD), a division of the Council for Exceptional Children (CEC) and the Executive Committee of the Wisconsin Federation of CEC. To obtain further information and an application for membership, write to: Mrs. Pat Lubke, Special Education Supervisor, Milwaukee Public Schools, P. O. Drawer 10K, Milwaukee, Wisconsin 53201.

Bibliography

Suggested bibliography for use in programs for autistic and severely emotionally disturbed children (submitted by David Brotski, Ronald Carter, Ph.D., and John Dobbins).

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2. Reaching the Autistic Child: A Parent Training Program. Dr. Marten A. Kozloff; Champaign, Illinois: Research Press. A practical program for training parents of autistic children in methods which have proved successful in decelerating bizarre and disruptive behavior and teaching the child to speak, play, and perform social tasks using principles of operant behavior.
3. Parent Training Technology: A Potential Inservice Delivery System. Luke Watson and Joan Bassinger, Mental Retardation, Vol. 12, No. 5, October 1974. Describes the parent training technology system (PTTS), an operant type system that utilizes parents as behavior modification technicians to teach self-help, language, and social-recreational skills to the emotionally disturbed child.
4. Steps to Independence: A Skill Training Series for Children with Special Needs. Bruce Baker, Alan Brightman, Louis Geifetz, and Diane Murphy; Research Press, Champaign, Illinois: 1976. Covers early self-help skills, intermediate self-help skills, and advanced self-help skills; behavior problem management in teaching sessions; and training guide for use with parents. It was developed by Behavioral Education Projects, Harvard University. The program outlines step-by-step instructions which the parents can adapt to their own situations.
5. Teaching Social Behaviors to Young Children. William Sheppard, Steven Shank, and Darla Wilson; Research Press; Champaign, Illinois. Available through the UW-Oshkosh SEIMC.
6. Systematic Parent Training: Procedures, Cases, and Issues. William H. Miller; Research Press; Champaign, Illinois.
7. Managing Behavior Series: New Ways to Teach New Skills. Marion Panyan; Edmark Associates, Belleview, Washington. Programs on bathing, buttoning, cutting food with a knife, feeding, hand washing, lacing and tying shoes, putting on clothing, shampooing, and tooth brushing.
8. How to Use Behavior Modification with Mentally Retarded and Autistic Children: Programs for Administrators, Teachers, Parents, and Nurses. Luke S. Watson, Behavior Modification Technology, Columbus, Ohio: 1972.
9. Child Behavior Modification: A Manual for Teachers, Parents, and Nurses. Luke Watson, Pergamon Press, New York: 1973.
10. Teaching the Mentally Retarded Child (Second edition.) Natalie Perry, Columbia University Press, New York: 1974. Chapter 17, p. 381-397, presents a list of curriculum activities and skill descriptions in self-care areas, while Chapter 24, p. 568-599, presents a list of skill descriptions regarding vocational competence.
11. Distar Reading I. Siegfried Engelmann and Elaine Bruner, Science Research Ass. Inc., Chicago, Illinois.
12. Distar Arithmetic I. Siegfried Engelmann and Doug Carnine, Science Research Ass. Inc., Chicago, Illinois.
13. Fokes Sentence Builder. Joann Fokes; Teaching Resources, Boston, Massachusetts.
14. Initial Expressive Language Program. John McDonnell, Bud Fredericks, and David N. Grove, Monmouth, Oregon.
15. Sign Language for Everyone. California State Department of Health; Edmark Associates, Bellevue, Washington.
16. Edmark Reading Program, Edmark Associates, Bellevue, Washington.
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22. Living with Children. Gerald Patterson and Elizabeth Gullion; Research Press, Champaign, Illinois.
23. Families. Gerald Patterson: Research Press, Champaign, Illinois: 1971.
24. Listen to Your Heart. Elise Wentworth.
25. Autism: 4th Annual Meeting of the National Society for Autistic Children. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.
26. Autistic Children, A Guide for Parents. Lorna Wing; Brunner/Mazel, Inc., New York: 1972.
27. The Exceptional Parent. A journal with excellent sources of support for parent and idea sharing. Post Office Box 964, Manchester, New Hampshire 03105 ($10/yr.)

Teacher Training Programs

Teacher training programs in the area of emotional disturbance are offered in Wisconsin at the following institutions:
Edgewood College, Madison - Elementary Level
University of Wisconsin - Eau Claire
University of Wisconsin - LaCrosse - Elementary Level
University of Wisconsin - Madison
University of Wisconsin - Milwaukee
University of Wisconsin - Oshkosh
University of Wisconsin - Whitewater

The following three entries describe the teacher training programs at Edgewood, University of Wisconsin - Milwaukee, and University of Wisconsin - Oshkosh.

Edgewood

The special education program at Edgewood College is designed to prepare graduates to teach in regular elementary classrooms as well as special education classrooms. Edgewood's existing elementary education major serves as the core of the preparation for special education teachers.

In addition to the acquisition of general instructional knowledges and competencies, upon completion of the teacher-preparation program in special education in the area of emotional disturbance the student will demonstrate the following abilities:

1. To identify areas of exceptional ability, including mental retardation, emotionally disturbed, visually impaired, deaf and hard of hearing, special learning disabilities, speech and language impaired, and physically handicapped.
2. To identify the programs that are available for each area of exceptionality.
3. To evaluate existing programs for exceptional children.
4. To recognize the value and the importance of programs for exceptional children.
5. To interpret the educational implications, assumptions, and objectives of programs for the teaching of exceptional children.
6. To define the terms, concepts, and characteristics associated with the learning disabilities field.
7. To apply operant techniques in situations where they are the most applicable approach.
8. To identify intelligence levels and related behavior and physical characteristics of mental retardation.
9. To recognize the social and psychological factors accompanying mental retardation.
10. To identify and evaluate the educational programs designed for mentally retarded children.
11. To identify the behavioral characteristics treatment procedures, and educational provisions of emotional disturbance.
12. To recognize the broad range of psychological abnormality in children.
13. To apply theory about emotionally disturbed children to a practical situation working with these children.
14. To define and discuss concepts and principles of basic measurement.
15. To identify the basic categories and representative instruments and techniques in psychological and educational testing.
16. To construct a test, use standardized tests, and subjective observation techniques.
17. To assess youngsters' learning style and achievement levels.
18. To utilize standardized instruments in academic assessment including selecting the test or inventory, administering, scoring, and interpreting results.
19. To record and analyze inappropriate academic behavior of a child. This would include the ability to accumulate and record baseline data.
20. To identify the understandings, skills, and attitudes needed for a satisfactory performance as a professional person.
21. To analyze and evaluate the student teacher's own basic personal qualifications for teaching and to develop a professional identity.
22. To apply the technique and approaches that will help children in the art of learning.
23. To evaluate one's competence as a teacher.
24. To assume full responsibility for the social and academic well being of a classroom for the regular and special child. Specifically the student will be able to adequately assess and remediate social and academic behaviors of concern in the classrooms and to program for the academic school year.

The grade levels for which the students are prepared to teach depend on the courses and student teaching experience they complete. Certification levels: 1-6, NK-6, 1-8, NK-8.

University of Wisconsin-Milwaukee
By Paul Haubrich, Ph.D.

The University of Wisconsin-Milwaukee program in preparation of teachers of emotionally disturbed children and adolescents utilizes a developmental and behavioral approach as its fundamental base in its personnel preparation program. The program is built upon two fundamental concepts:

1. Teachers can be trained to serve as positive behavior change agents for children and adolescents experiencing variant social and emotional behavior problems.
2. The educational setting can serve as a positive environment for children and adolescents experiencing variant social and emotional behavior problems.

These two underlying concepts allow for the integration of the following major points into a personal preparation curriculum:

1. Behavioral change can be affected by using the basic principles of behavioral and developmental psychology.
2. Knowledge of curriculum skill development is an essential ingredient of an effective program for emotionally disturbed children and adolescents.
3. Diagnostic skills of teachers need to reflect both the individuals social and academic performance analysis.

These three concepts identify the major areas of skill development developed in the UW-Milwaukee program. Within these major skill areas, the program is divided into two major certification/training areas: elementary (K-6) and secondary (7-12).

The elementary program utilizes a developmental approach in giving teachers background in normal behavior process and elementary level curriculum skills and sequences as experienced by the normal child. Then the program utilizes the behavioral model to develop skills in behavior management to effect positive changes in a child's social/emotional relations with his/her environment.

Beginning in 1973, the emotionally disturbed (ED) program at UW-Milwaukee began to differentiate between elementary and secondary training using separate methods and field work courses to begin to account for the differing needs expressed by teachers of children and adolescents. Currently the Milwaukee program for secondary training of ED teachers is at a graduate level and exists within a core curriculum with mental retardation (MR) and learning disabilities (LD) that requires the students in one area to take introductory and methods courses in other areas. This approach allows for a more complete understanding by the student of adolescent programming problems and enhances curriculum and diagnostic skills.

The secondary program in ED utilizes a behavioral counseling approach to social/emotional behavior change to allow teachers to deal with the greater variety of behaviors exhibited by an adolescent population. In addition, the secondary teacher must have techniques that can be utilized beyond the special classroom to have an effect upon the student in the secondary school and career/vocational programs that are part of the total secondary environment.

In reviewing the program elements necessary to develop teachers to work with disturbed children and adolescents, the following major areas need to be considered:

1. An ED teacher needs a solid fundamental knowledge of regular education curriculum skills and sequence.
2. An ED teacher needs a perspective on the social system known as a public school.
3. An ED teacher must be knowledgeable in diagnosis, especially distinguishing between normal problems in living and more persistent disturbed behavior.
4. Not only must an ED teacher be skilled in basic behavior management but he/she must be capable of fostering social and emotional growth that leads to more independent behavior.
5. An ED teacher must be capable of developing an alternative and adaptive curriculum within the context of the total curriculum of the school program.

University of Wisconsin - Oshkosh
By Richard Stiver, Ph.D.

At the University of Wisconsin-Oshkosh, the Department of Special Education offers a graduate level training sequence in emotional disturbance leading to a master of science in education (MSE) degree and/or teaching credentials with certification ranges for K-8 and 7-12. The program is designed to prepare competent personnel to work with children and young adults identified as autistic, schizophrenic, as well as the whole spectrum of seriously emotionally disturbed. Admission to graduate school and the program is contingent upon a personal interview with the program director.

The philosophical stance of the program represents the significance of graduate level studies and the critical implications of emotional disturbance, both of which, extend beyond basic teaching competence. The characteristics of this position are reflected in expectations for leadership, active child advocacy, maintenance of system accountability, and efforts to continually provide quality education for all students in regular as well as special education.

The objectives of the program are to develop skills and competence in: (1) behavior analysis and educational diagnosis; (2) organization and development of teaching programs for school district, hospital, and institutional classroom setting; (3) individual and group management, including crisis intervention; (4) individualized preventive, remedial developmental teaching; (5) parent meetings; and (6) the range of responsibilities and tasks associated with the placement and reintegration of students in ED programs. For graduate students preparing for the MSE degree, additional competence is developed for educational research in the areas of learning and behavior handicaps. Certification requirements are achieved through a combination of course work and varied field experiences, averaging 30 graduate credits for students with prior elementary or secondary certification, culminating in a graduate practicum.

For additional information concerning admission and program requirements, contact either the graduate school or Dr. Richard L. Stiver, Program Director in Emotional Disturbance, Department of Special Education, University of Wisconsin-Oshkosh, Oshkosh, Wisconsin 54901.

PROFILE

Jack Meyer

"A Man for all Children"

Mr. Jack Meyer of Neenah, Wisconsin, is a most unique and outstanding individual in matters of programs and services to handicapped children.

Mr. Meyer has an extensive working background with handicapped children being the parent of a handicapped child. In serving as a school board member for the Neenah Public Schools, he was involved in many decisions related to programming for children with exceptional educational needs. In addition to a 5-year period on the Neenah Public School Board, he has served for 9 years on two other school boards.

In his capacity as a parent, Jack has eight children, seven of whom are in professional positions. Of this number, two daughters are in the field of special education; one is a learning disabilities teacher in Phoenix, Arizona, and the other is in deaf education.

In addition to his extensive role as a parent and school board member, he has leadership experience as a captain in the military services during World War II and as a member of three community agencies involved in services and programs to handicapped individuals. He currently is chairman of the advisory committee of the Winnebago County Social Services Board, on which committee he has served a total of 5 years. He also has been a director on the board, since 1968, for the Work Adjustment Services of Winnebago, Inc.

In this capacity, he has been president of the sheltered workshop since 1971. He is currently an on-going member of the board of directors of "Caretakers" which is an advocacy group to enrich the lives of the mentally ill, mentally retarded, substance abusers, physically disabled, etc. Thus, his involvement at the community agency level underscores his dedication to providing appropriate services to handicapped individuals.

Mr. Meyer, with an extremely impressive background in industry, currently serves as a Marketing Manager for the Neenah Foundry Company, where he has been employed for 35 years. In this position with the Neenah Foundry Company, he is a member of the American Marketing Association, the Sales and Marketing Executives Association of Northeastern Wisconsin, American Public Works Association, and the Association for Continuing Education in Business at the University of Wisconsin. In addition to these organizations, he is also a member of the Economics Development Technical Advisory Committee, East Central Wisconsin Regional Planning Commission. This rich background in business and industry allows him to bring his organizational qualities into play in his relationships with programming and services for handicapped children.

Mr. Meyer's broad experiences as a parent, school board member, community and industrial leader greatly enhance his contributions at the state level in working to better the lives of handicapped children. He is currently a member of the State Superintendent's Certification Review Committee for Teachers of the Emotionally Disturbed, serves as chairman of the Advisory Committee for the Statewide Child Identification Project (Child Find), and has served a 3-year term on the State Superintendent's Council on Exceptional Education. Mr. Meyer's contributions to society and to handicapped children, both at the local and state levels, clearly point out that he is indeed a super citizen of Wisconsin and appropriately fills the role of a "man for all children."

The Light at the End of the Tunnel

By John H. Stadtmueller
Chief, Federal Programs Section
Administrator, Title VI, EHA

With the growing activity in the education of children with exceptional needs, many practitioners are now at the point in time where they are saying that all this interaction will level off and we will, in fact, reach the light at the end of the tunnel. This is a most soothing approach, but the belief of the writer is that either the tunnel is getting longer or the light is dimmer or the light has gone out. In short, it is believed that we have only "begun to fight" and that a leveling off period with respect to the entire field of special education is a long way off.

While it is the general belief that the passage and implementation phases of Chapter 115, Public Law (PL) 94-142, and Section 504 of the Rehabilitation Act of 1973 are "off and running," it is merely a matter of time when all the basic problems and concerns in special education will resolve. It should be noted that the passage of all these laws will, not in the ultimate, really arrive at workable solutions. It would also appear that these legal elements are nice but will have limited effect unless people make them work. For example, the mere passage of the law will not guarantee that something better results for handicapped children. In the same manner, the fact that there are federal dollars related to PL 94-142 does not in any way bring about the "pot of gold at the end of the rainbow" or the answer to our fiscal problems. Again, in the same manner, all the protections built within the various laws will not guarantee the rights of handicapped but in turn have to be made enforceable through human effort.

It is this concept of this involvement of people or human effort which leads the writer to believe that the light at the end of the tunnel might be very drawn out or a most inapproachable goal. As a correlary to the realization of the "light at the end of the tunnel" concept, it is believed that our developing movement in special education is not just at the beginning but has been going on for some time and is probably being expedited by the passage of favorable legislation for the handicapped. This "movement" is perhaps somewhat of a large scale effort which might be the forerunner to social change or small social revolution brought out by the handicapped individual being at the focal point of action. It is believed that there will be many changes brought about in education which in turn will have effects on our whole society because of the careful, productive implementation of Chapter 115, PL 94-142, and Section 504 of the Rehabilitation Act of 1973. For example, the concept of the development and implementation of the individual educational Program (IEP) while it is off to a slow start, will eventually spread to regular education so that all children will, in fact, have a planned program. In the same light, planning for children's programming through the IEP may well lead to the need to diminish the categorical terms currently used as we will then be talking about fulfilling the needs of children versus using categorical labels which we unfortunately assume to have universal meaning. As another example, the concept of mainstreaming or least restrictive alternative placement or the most productive alternative placement should eventually enable regular educators and normal children to become more aware of handicapped children both from an academic, competitive standpoint as well as a social interaction standpoint. It is believed that the mixing of handicapped and nonhandicapped children at a very early age will tend to restore the humanistic quality that our society lost in the late 1960's and early 1970's when we developed the "tell it like it is" attitude.

The comprehensive training programs required under Chapter 115 and PL 94-142, which should include all persons who touch the lives of a handicapped child, will eventually lead to a more individualized approach to educating all children. Further, it is expected that the comprehensive training program will give a considerable emphasis to providing training to regular teachers who will be working with handicapped children in their respective classes and as such it is anticipated that there will be somewhat of a refinement of attitude and teaching techniques, all of which should result in a change in educational climate for all children.

With respect to a more direct approach to societal changes, it is believed that Section 504 as it becomes more implementable will result in more handicapped persons (children and adults) being provided better opportunity in our society. This would be reflected in modified building structures, better employment market for handicapped adults, and better community recreation programs for all handicapped individuals. Thus, change in our society, while it will come primarily through implementation of Section 504, should nevertheless result in "acceptance" as opposed to "tolerance" in matters related to more involvement of our handicapped citizens in our social environment.

The above comments should hopefully point out reasons to suggest that the light at the end of the tunnel is not a realizable goal in the near future, but instead there should be gradual change in our society leading to a more humanistic approach for all our citizens.

The articles following in the federal impact section should point our more of the impact that the federal scene is having on education and on our society, both from a short and long range view.

Personnel Preparation in Special Education, 1978-79 under PL 91-230, Title VI-D

By Dick Trotta
Program Auditor
Former Program Administrator, Title VI-D
Division for Handicapped Children

In the wake of recent legislation dealing with public supported, guaranteed, equal educational opportunity, and full service for handicapped children — as contained in Chapter 115, and Public Law (PL) 94-142 — the Division for Handicapped Children (DHC) developed its new 1978-79 3-year program plan for federal funds under Title VI-D (preparation of personnel in special education) of PL 91-230.

As most readers of the *Bureau Memorandum* know, each year the author describes the current program plan via this media. Also, each year the readers are cautioned that the proposed activities, as included in the current plan, are not officially operational until the project application is approved by the US Office of Education (USOE), Bureau for Education of the Handicapped (BEH). This approval usually occurs after a "negotiation process;" and the award notification is received by the contracts and grants office around May or June. This year's application was submitted in October of 1977.

Following are the highlights of our DHC Title VI-D proposal for 1978-79.

Planning Network

The planning and decision making responsibility for determining the yearly state educational agency (SEA) Title VI-D program activities is vested in an advisory committee, organized by the DHC Title VI-D program administrator in 1971. This advisory committee presently consists of thirteen members: the project administrator; the director of the Bureau for Exceptional Children (BEC); the section-chief of programs in mental retardation and developmentally disabled; the section-chief for federal programs in the DHC; six special education supervisors representing all disability areas; a program evaluator; one local education agency representative on an invitational basis; and a representative of the Bureau for Crippled Children (BCC).

Input to the advisory committee is derived through the following activities and/or resources: (1) the entire BEC and BCC staff; (2) surveys, studies, research, articles, etc. developed by members of the DHC and Department of Public Instruction (DPI) staff, as well as from local educational agency (LEA) personnel and institutions of higher education (IHE) University of Wisconsin system personnel; (3) interaction with members of the Wisconsin Title VI-D Project Director's Steering Committee on Cooperative Planning (Z-Group); (4) the DHC Title VI-D program administrator's schedule of personal meetings and interviews with the department chairpersons of special education and communicative disorders in each of the Wisconsin teacher training institutions having approved programs in these areas; (5) consumer feedback through evaluation reports, formal and informal written communication from Title VI-D, traineeship recipients, and institute participants; (6) statewide conferences and inservice sessions with regular educators; and (7) questionnaire responses from representatives of teacher training institutions and local directors of special education regarding Title VI-D program activities.

Approach: The plan of action pertaining to the scope and detail of the proposed 3-year state plan was finalized by the DHC Title VI-D Advisory Committee as follows:

1. Inservice areas identified as being critical areas of concern: institutes/workshops for:
   (a) Surrogate parents/institutional settings.
   (b) Vocational/career education for severely handicapped (especially emotionally disturbed (ED), learning disabilities (LD), and multihandicapped (MH)).
   (c) Drop-outs and alternative schools for such handicapped individuals.
   (d) Multidisciplinary team (M-team) process — tool up, etc.
   (e) Developing the cluster-concept for improved delivery systems, services, training techniques, etc.
   (f) Concern for including parents and regular-educators in all of the above.
2. Basic premises for implementing action regarding the above concerns will be:
   (a) Special study institutes/workshops and conferences would be primary format utilized.
   (b) Involvement, cooperation, and shared responsibilities between the SEA/DHC, IHE, and LEA would always be attempted.

(c) All activities will relate to serving the mandates of the legislation contained in Chapter 115, Wisconsin Laws of 1973, and PL 94-142 with the primary, ultimate goal of providing complete and better services for all the handicapped kids in Wisconsin (0-21 years).

3. The 3-year projection would attempt to train/inservice participants as follows:

(a) 1978-79 -Concentrate on regular educators and support services personnel who will be working with severely handicapped children especially at the secondary level; who are concerned with developing programs/services for exceptional educational needs (EEN) children in career/vocational education areas; and who are willing to work with and include parents in their activities.

(b) 1979-80 -Concentrate on training leadership special and regular educators in an interagency, interdisciplinary cooperative approach in developing new/better programs/services for handicapped children and to upgrade pre- and inservice training programs for the personnel who work with such EEN children.

(c) 1980-81 -Concentrate on developing a number of inservice packages using special and regular educators from SEA, IHE, LEA, and other concerned agencies/ organizations, the topical areas to be in the current and projected critical areas of concern as determined by a planned needs assessment survey and analysis. These packages will be used to promote continuous statewide upgrading of personnel who serve EEN children and may involve the awarding of college credits, continuing education units, or advancement awards at the LEA level.

4. The staffing of inservice activities would involve: coordination of all institutes/workshops by the Title VI-D program administrator and halftime secretary both paid through Title VI-D funds; DHC supervisors (nonTitle VI-D funded) will assure primary direction of each institute; and IHE and LEA leadership personnel will be contracted to assume all other institute related responsibilities.

5. The facilities to be used for all inservice institutes/ workshops will meet all state and federal regulations. The public facilities will be first choice and nonpublic facilities used only when the former is unavailable.

Proposed 1978-79 Project Activities

Proposed are four special study institutes funded thru Title VI-D with the primary intention being to provide inservice training on a statewide basis to both regular and special educators who work with EEN children at the local level. This effort is in keeping with the legislative mandates for inservice education as contained in Chapter 115.01, Wis. Stats., and PL 94-142. The four institutes are in the identified high priority areas of: vocational/career education for secondary level EEN children; interdisciplinary approach to providing medical and educational services to handicapped children; training parents to work with young handicapped children; and inservicing regular educators who work with visually and hearing impaired youngsters.

The institute sites will be geographically distributed by statewide Council of Administrators of Special Education (CASE) regions and/or cooperative educational service agency (CESA) regions, with the several workshops being repeated in one or more region.

The first special study institute will be entitled "Vocational Education/Career Development for Secondary Level Handicapped Children" and it will involve two separate thrusts.

Workshop 1 on career development-secondary LD and ED will intermingle 200 special education teachers, or administrators regular education teachers, or administrators and local vocational/career education teachers in two 2-day sessions; one will be conducted in August 1978 and the second in February 1979. The primary thrusts of this workshop will be to make the participants aware of the current problems involved in providing LD and ED secondary students with the necessary skills and preparation to finish school and become eligible for gainful employment in modern society. They will attempt to develop conceptual frameworks for organizing the resources and strategies necessary to meet the needs of these secondary LD and ED students. This year, the concentration will be on awareness and basic preparation strategies. The following year, the concentration will be to allow the special education teachers and the parents the opportunity to develop sound curricular and instructional practices which will better prepare these youngsters for the world of work. The workshop participants will prepare written products after each phase and these products will be evaluated by the participants for content and usability.

Workshop 2 in this institute is entitled "Vocational/ Career Methods and Models on Secondary Level Programming for Students having Exceptional Educational Needs (EEN)." This workshop will invite 75 regular education school district administrators to a 2-day conference to be held in August of 1978 correlating its activities with that of Workshop 1 at that time. These 75 local school district administrators are the key decision-makers and probably carry the most clout in matters of budget support and allocation for school district services/activities. They will be selected from various geographical regions of the state and the size and demographic features of the school districts will be considered in their selection. The workshop participants will be made aware of the need for vocational/career programming for EEN youngsters; be presented with up-to-date information and legislation currently impacting on the vocational education and employment needs of EEN secondary students; and be exposed to four currently successful vocational/career education models serving EEN youngsters.

It is intended that a primary product of the workshop will be a positive change in attitudes/understanding of the vocational/career needs of secondary EEN pupils. This element will be accomplished via a pre- and post-evaluation instrument designed to measure impact and growth. Secondarily, the participants will prepare a list of concerns and recom-

mendations for resolving these concerns as they relate to how to improve the educational services/offerings in vocational career preparation for EEN students.

The second special study institute approved for 1978-79 Title VI-D funding addresses itself to the time-worn problem of how to facilitate a communion between the medical/health area and the educational area in the task of providing a total educational program for handicapped children.

Many learned people have researched this dilemma and authored many books and articles on it. A recent memo received by the author of this grant proposal from a representative of the Bureau for Crippled Children expresses rather well the situation and the need for integrated, interdisciplinary cooperative efforts in serving all EEN children. Inherent in this problem area, also, is the role and utilization of support service personnel.

The institute is entitled "Interdisciplinary Approach Inservice Update: Medical Aspects of Special Education." It will invite 200 special education teachers, M-team members which include regular and special educators and parents, and LEA Child Find coordinators from all over the state. Three 2-day workshops will be conducted during the summer of 1978; they will constitute one of the first efforts of this kind to be implemented on a statewide basis. A primary goal of the workshop will be to improve interaction between educational and health services personnel to more adequately assist handicapped children in life tasks skill development. As children with more severe and multiple handicapping conditions are identified, cross-professional understanding of academic and medical goals becomes very important in proper service delivery. The participants through small group interaction will identify pertinent local and state resources and they will increase their knowledge of medical conditions impact on learning. Through this exercise, a checklist of concerns will be made and prioritized and, secondly, they will develop suggested solutions to the high prioritized concerns.

The prospect of developing closer ties and relationships between medical/supportive services and the academic domain and between the BCC and the BEC in their quest for a total educational program for EEN children is most exciting.

A third special study institute included in the 1978-79 Title VI-D plan is entitled "Parents as Teachers of Early Childhood Education-Handicapped (EC-H) Children." This institute also presents an interesting approach to serving early-aged handicapped children (0-5). It is expected to invite 25 EC-H teachers, 25 parents of EC-H children, and 15 regular elementary teachers of EC-H children—each person coming from key geographic/demographic areas of the state. They will be involved in what might be called a trainer-of-trainors format. These trainors will be expected to return to their local districts to "spread the gospel." A primary objective will be to share information and knowledge; develop expectations and inventories; and formulate ideas on the most effective ways to teach/serve early-aged handicapped children.

The workshop will consist of a 2-day session on July 19-20, 1978 in Wausau, Wisconsin. The codirectors of the institute

Table 1 - Summary of Title VI-D proposed special study institutes for 1978-79.

Title	Directors	Number of participants	Dates and/or locations	Total budget
1. "Vocational Education/Career Development for Secondary-Level Handicapped Children"				
A. Workshop 1- "Career Development-Secondary LD and ED"	Ann Kellogg-DHC Juanita Pawlisch-DHC Harold Schmidt-DHC-1 LEA director/supervisor for each session	200	Session I: August 11-12, 1978 Appleton Session II: February 16-17, 1979 (Two 2-day sessions)	$39,960.00
B. Workshop 2- "Voc/Career Methods and Models on Secondary Level Programming for Students with EEN"	Alverna Robinson-DHC Pres Smeltzer-DPI Voc/Ed-1 LEA supervisor	75	August 2-3, 1978 Eau Claire	$ 5,886.00
2. "Interdisciplinary Approach; Inservice Update: Medical Aspects of Special Education"	Ernest Cooney-DHC-BCC Linda Pauly-DHC Betty Ross-Thomson-DHC -LEA Coordinator	200	July or August 1978 (to be determined) (three 2-day workshops)	$16,254.00
3. "Parents as Teachers of EC-H Children"	John Melcher-DHC Jim McCoy-DHC-1 LEA coordinator	65	July 19-20, 1978 Wausau	$ 9,288.00
4. "Inservice for Regular Educators: Mainstreaming for Hearing and Visually Impaired Students"	Sam Milesky-DHC Andrew Papineau-DHC -LEA coordinator	150	Session I November, 1978 Session II February, 1979	$22,291.00

Total direct charges:

a. Administration - $42,165.00
   1. This represents the total direct cost for all budgeted line-items under administration of the Title VI-D project budget.
b. Special study institutes - $93,679.00
   1. This is the total direct cost for all budgeted line items under special study institutes for the 1978-79 Title VI-D project budget.

Indirect charges:

a. Administration - "0"
b. Special study institutes - $6,939.00
   1. This amount is budgeted to cover the services rendered by state department fiscal office in expedition of special study institute expenditures at the rate of .08% of the total direct cost of the institute as a whole.

Summary: Proposed total project budget

A. Total amount requested for 1978-79 ..... $135,844.00
B. Proposed program budget breakdown:
   1. Administration of total Title VI-D program 42,165.00
   2. Special study institutes (4) 93,679.00

Total Budget $135,844.00

are John Melcher, DHC supervisor of EC-H programs and nationally recognized special educator, and James McCoy, DHC project assistant to Mr. Melcher. Mr. Melcher has expressed the desire to promote the education of EC-H in a cluster-concept throughout the state in this and the following 2-years of the state Title VI-D plan. Continued efforts will also be made through future institutes to finalize the acceptance of Certification Standards for teachers of EC-H and to improve curricular offerings and programs in early childhood education, from both an empiric and generic posture.

Fourth, and last special study institute included in our 3-year grant proposal is one entitled "Inservice for Regular Education Teachers: Mainstreaming for Hearing and Visually Impaired Students." The need for training pre- and in-service personnel for low-incidence handicapped children in vision and hearing is well documented in the USOE/BEH and state literature and survey of needs. As an example, special grant monies under Title VI-D have been made available this year to promote doctoral-level preparation in these low-incidence areas. Also, the need to inservice regular educators in working with vision and hearing impaired children in their classrooms is a most urgent and critical necessity. Especially since both state and federal legislation advocate teaching handicapped children in regular classroom settings where appropriate. The move toward deinstitutionalization and mainstreaming is no longer speculatory; it is a reality. Wisconsin, and in particular the Division for Handicapped Children, defines the mainstreaming ethic as the least restrictive alternative and it is this definition that is inferred whenever the term mainstreaming is mentioned.

The institute will utilize two workshops for 3-days each. They are tentatively scheduled for November 1978 and February 1979. The workshop sites will be geographically located on either side of the state so as to include representative participants from all the approved state vision and hearing programs. It is intended that there will be 100 regular education teachers, 40 building principals, and 20 parents invited to participate in the two workshops. The main purpose of the institute is to inform, create attitudinal change, improve insights, and develop acceptance of hearing and visually impaired youngsters in regular education.

Small group dynamics will be utilized to allow the participants to interact and express concerns and ideas. Then they will develop written lists of concerns and suggested solutions designed to remedy the prioritized concerns. A specialist in evaluation, both internal (DHC) and external (LEA) will assist in administering and summarizing the evaluation instruments and responses.

In conclusion, the reader is reminded that the broad-based emphasis of this 1978-79 Title VI-D application for program assistance is inservice training; and the primary recipients of this training in the proposed four special study institutes are regular educators who will work with handicapped children in their classrooms. The institutes address themselves to the high priority need areas of: (1) vocational/career education of severely handicapped youngsters; (2) interdisciplinary approach to providing medical/health/supportive services and educational services to EEN children; (3) training parents to work with early-aged handicapped children; and (4) inservice for regular educators who work with hearing and vision impaired youngsters.

Federal Programs——

Statewide Child Identification Project

By Nancy Byfield
Field Coordinator
Wisconsin Child Find

The last few years have brought increasingly more attention to special education. Particular emphasis has been given to the right of all children to a free, appropriate public education regardless of type or severity of handicap.

This is their right and it is provided by both federal and state mandate. Chapter 115 provides that each local school district has the responsibility of providing a free, appropriate public education for children ages 3 to 21 who have exceptional education needs (EEN). The statute is permissive in providing the same for the zero to 3 population.

This same right was established in the 1974 amendments to the Education of All Handicapped Children Act, Public Law (PL) 93-380, and again in 1975 as PL 94-142. This law established that all "unserved" handicapped children, i.e. those children not receiving any educational program, must be located, identified, and provided a free, appropriate educational program as first priority. These Child Find activities must be completed and documented before PL 94-142 monies may be used for the next priority of improving programs for severely impaired children.

One means of accomplishing these Child Find activities is via a Title VI-B Child Find project. At the present time, there are 44 Child Find projects which include 417 of the local educational agencies in Wisconsin.

These projects are implemented locally by a Child Find specialist who is directly responsible to the director of special education. While the emphasis of the local projects varies depending upon the local setting, the general goals of the Child Find projects are as follows:

1) To launch a public awareness/outreach campaign so that all unserved handicapped children in the state age birth to 21 years of age are and continue to be located, identified, screened, and where necessary, referred for M-teaming and individualized programming and subsequent periodic reassessment. If the child is below age 3, subsequent screening, evaluation, and programming may be conducted by an agency other than the local educational agency (LEA).
2) To coordinate the efforts with other public and private agencies and organizations concerned with the prevention, health maintenance, and provision of services for handicapped children.
3) To develop a data management system which will provide continuous and instantaneous follow-up or tracer information on each child so located, identified, and referred.

To facilitate the public awareness campaign, the state has provided local projects with the following materials for distribution: brochures, posters, counter cards, and statement stuffers. These materials are printed in English and Spanish and provide basic information relative to the Child Find campaign. The public awareness materials advertise a toll-free number (1-800-362-8025) which may be called for further information. The toll-free number is manned 24 hours a day by University of Wisconsin operators who transfer these calls to the state Child Find office.

Upon receiving a call, the following procedure is followed:

1) Basic information (name, address, phone number, district of residence, and type of media which precipitated call) is recorded when a call is received.
2) A packet is sent to callers who request more information. This packet includes a cover letter, a brochure, a request for screening form, a listing of parents' and children's rights, and a self-addressed return envelope. The request for screening does *NOT* constitute a referral.
3) If the request for screening form is returned to the Child Find office, it is transmitted to the local director of special education, who in turn arranges for the child in question to be screened for suspected EEN. A copy of the request form is returned to the parent with a cover letter indicating that the request has been forwarded to the local director of special education and the parent will soon be contacted. A copy of this cover letter is also sent to the local district administrator for information purposes only as well as the local Child Find specialist.
4) If, as a result of the screening, there is a suspicion that the child does have an EEN and requires special education, the child is referred with parental permission for a multidisciplinary team (M-team) evaluation as mandated by Chapter 115. Acceptance of referrals for children below age 3 is handled on a permissive basis.

To date, there have been 140 calls received on the toll-free number. Individuals have the option of contacting their local school district or the state Child Find office. Many calls are not of a Child Find nature, but relate to inappropriate service or other concerns. In these cases, the concerns are either resolved or referred on to more appropriate resources.

As was mentioned previously, all of the public awareness materials provided via the state project are printed in Spanish as well as English. Spanish was chosen because the Spanish are the largest minority population represented in Wisconsin. Some of the local projects have developed additional public awareness materials to meet the needs of their community. There has been a concerted effort to reach and meet the needs of the Indian populations in our state. Local projects have also developed additional public awareness materials with which the older EEN child can identify (Table 1).

Radio and television spots have been distributed to stations throughout Wisconsin as well as major stations across the state borders. In addition to those provided by the state project, there have been numerous radio and television spots made locally.

Increased interagency cooperation has been one of the most beneficial effects of Child Find activities. Lines of communication and referral procedures have been developed between local educational agencies, Developmental Disabilities Boards, high risk perinatal centers, county health services, and other resources too numerous to mention. It is recognized that many school districts worked with some of these resources prior to Child Find, but it is felt that the cooperation and awareness of each other's roles has increased. This is particularly true between the educational and medical professions.

With regard to the data collection and management component, ideas are being pursued for the development and implementation of a mechanism to interface information from various agencies so that the status of all EEN children can be easily retrieved. Some local educational agencies and intermediate educational units have utilized their Child Find projects to explore, and in some instances, develop a computer based child tracking system.

As the state educational agencies' comprehensive management information system evolves, we hope to provide the local districts with a variety of options in developing or streamlining their present systems to meet the mandates of Chapter 115, PL 94-142, and Section 504.

Table 1 — The following chart illustrates the distribution of public awareness materials as of October 1, 1977.

Locations	*Brochures*	*Checklists*	*Counter Poster (English)*	*Counter Poster (Spanish)*	*Wall Poster*	*Mini Brochure (stuffers)*	*Car Cards*	*Locally Developed Materials*
Public Agencies								
Government offices	16,405	165	252	13	70	8,344	65	3,365
Hospitals	3,081	470	52	1	19	325	21	682
Clinics	3,935	634	96	1	18	1,265	14	825
Libraries	4,761	81	94	4	12	2,115	24	828
Schools	28,948	1,785	474	12	330	20,175	252	135,027
Other	2,636	342	36	14	29	3,177	16	33,034
Service establishments/retail stores								
Supermarkets	15,940	32	223	3	77	24,090	74	2,037
Drug stores	5,012	44	109	3	17	1,050	54	324
Shopping malls	5,250	10	71	2	23	83	21	207
Clothing stores	3,877	0	89	1	12	625	233	151
Laundromats	4,286	26	61	0	11	170	26	246
Banks	12,947	91	209	1	18	28,790	48	790
Beauty parlors	2,196	17	42	0	8	50	11	485
Service stations	2,255	0	54	0	19	101	29	249
Restaurants	4,665	10	93	2	2	26	22	136
Other	11,425	19	170	2	28	783	88	4,859
Professional areas:								
Waiting rooms of:								
Doctors	3,784	335	99	0	15	860	17	1,133
Lawyers	1,604	56	22	0	2	425	2	465
Dentists	1,973	85	46	0	8	780	9	406
Insurance	275	0	9	0	0	0	8	10
Medical groups	3,411	216	57	2	17	171	15	415
Real estate	275	0	9	0	0	25	6	10
Other	2,560	0	30	0	1	1,000	10	274
Areas where groups congregate:								
YM-YWCA/HA	405	0	10	0	5	0	0	60
Churches	8,103	367	116	1	64	20,215	64	1,695
Social/ fraternal orders	1,237	77	61	4	17	487	12	247
Movie theatres	200	0	1	0	0	0	0	0
Train/bus stations	240	0	4	0	0	0	226	44
Public transport	90	0	1	15	5	0	322	60
Other	8,850	480	109	6	42	605	116	851
Other public areas:								
Community Bulletin boards	2,381	24	33	10	41	22,121	33	370
Check-out counters	4,550	10	49	1	11	625	28	135
Other stores	3,196	1	108	1	101	200	32	1,900
Total Distributed	170,953	5,401	2,889	99	1,022	138,983	1,898	191,230
Number of local radio spots made		1,446						
Number of local TV spots made		97						
Number of newspaper articles written		200						
Other (specify)		16,765						
Number of volunteers utilized in project		4,646						

The state educational agency (SEA) has held a number of conferences tc assist the Child Find specialists in the implementation of their projects. In addition to logistics of project implementation, we have attempted to alert the Child Find specialists to a variety of resources which are available throughout the state. Conference presentations have included representatives of state, county, and private resources.

Documentation has been made on the number of requests for screening which have occurred as a result of the Child Find projects. The following charts illustrate these data and

Table 2—Number of requests of screening which have occurred as a result of Child Find as of October 1, 1977.

Number of requests for screening received: 947
Number of children which were identified as:
unserved 545

served 402

Number and ages of unserved children which were referred to M-team evaluation as a result of screening:

0-2	3-5	6-17	18-21	Total
44	284	12	7	347

Number and ages of served children which were referred for M-team evaluation as a result of screening:

0-2	3-5	6-17	18-21	Total
12	77	147	5	241

Number, ages, and EEN of previously unserved children which were found to require special education and related services:

	0-2	3-5	6-17	18-21	Total
Mentally retarded	1	5	3	2	11
Hearing impaired	1	2	0	0	3
Deaf	0	1	0	0	1
Speech/language impaired-regular class only	1	49	1	0	51
Visually impaired	1	0	0	0	1
Emotionally disturbed	1	1	0	0	2
Physically/multiply handicapped	0	4	0	0	4
Homebound-other (excluding pregnancy)	2	0	1	0	3
Special learning disability	1	3	3	0	7
Early childhood-generic	5	102	0	0	107
Total	13	167	8	2	190

Number, ages, and EEN of served children which were found to require special education and related services:

	0-2	3-5	6-17	18-21	Total
Mentally retarded	0	7	14	0	21
Hearing impaired	0	1	1	0	2
Deaf	0	0	0	0	0
Speech/language impaired-regular class only	0	21	13	0	34
Visually impaired	0	0	0	0	
Emotionally disturbed	0	4	11	0	15
Physically/multiply handicapped	3	3	5	0	11
Homebound, other (excluding Pregnancy	0	0	1	0	1
Special learning disability	0	3	41	0	44
Early childhood-generic	4	30	1	0	35
Total	7	69	87	0	163

the termination of each request as of October 1, 1977. These data do not include other referrals which a school district has received outside of Child Find activities.

As you will note, there is not a great number of unserved children being found. This is indicative of the fine work Wisconsin has been doing in identifying and serving its handicapped children.

The benefits of Child Find activities extend beyond the number of children found. One of the greatest spin-off effects is the education of the public to handicapping conditions and the services available to them through the public schools. As mentioned previously, increased interagency cooperation has been another valuable side effect of Child Find activities. Thus, in no way can a cost analysis of Child Find activities be done purely on a per child found basis.

What is the future of Child Find? There exists a nationwide concern as to what will happen after the Child Find projects per se are ended. The mandates of the law regarding Child Find activities will remain. Thus, it is the responsibility of each LEA to be pursuing ideas of how Child Find activities can be made an ongoing school district procedure. Perhaps the school census would be the most viable route.

The SEA is exploring this problem with other states. It is hoped that nationally there may be some options presented to assist local districts in meeting the continued mandates of PL 94-142.

Child Find activities are one more way in which Wisconsin is meeting the needs of its handicapped student population by providing a free, appropriate public education. This is their right and, in Wisconsin, they will receive it.

Child Find in CESA 3

By C. A. Popke
Child Find Specialist/Coordinator
CESA 3

In November 1975, former US President Gerald Ford signed a piece of legislation which resulted in our present Public Law (PL) 94-142. This law is one which encompasses many detailed requirements relative to school districts and other agencies providing a total, free, public and appropriate education for handicapped children.

Previous publications have helped to explain regulations and requirements regarding funding of projects, priorities within the project, costs involved, and program evaluations all related to Child Find in Wisconsin. Child Find is actually only part of the responsibility of helping to provide educational services to handicapped children.

In any successful venture, it is true that a thorough understanding of the reasons for implementing a project is established and well planted in the minds of persons working on the project. Thus, many hours of studying and reviewing PL 94-142 and Chapter 115 were occupied by this Child Find specialist. Even with such intensive review of these materials, much still lingers unanswered and perhaps misinterpreted. Continual study for better understanding of the meaning of PL 94-142 and Chapter 115 is the order of the day.

It is logical to conclude that before a school district can provide special services to a child with exceptional needs that such a child must be located and identified as one with an exceptional educational need (EEN) who should be provided such special service.

Therefore, PL 94-142 has incorporated a regulation which says these children with EEN must be located and identified. Result, Child Find.

The Wisconsin Division for Handicapped Children through the Title VI-B program has acquired and reserved monies which can be provided to local education agencies (LEA), county handicapped children's education boards (CHCEB), or cooperative educational service agency (CESA) to conduct a program of Child Find activities in their respective local communities.

School districts in CESA 3 have acquired the services of Child Find through an approved Child Find project. The CESA 3 director of special education and coordinator prepared and submitted a proposal to the Department of Public Instruction, Division for Handicapped Children in 1976, outlining a plan for Child Find. This plan was approved and one of the first items of business therein was to acquire the services of a Child Find specialist/coordinator.

This Child Find specialist was employed in January 1977. The CESA 3 project was launched in a determined, well organized manner. The process is maintained to date with much enthusiasm and dedication by all personnel involved in Child Find in CESA 3.

Three major areas of emphasis are incorporated into our Child Find plan of action: identification, confidentiality, and implementation.

Identification specifically involves the location of children through canvassing techniques, then following with a referral process those children suspected of having an EEN.

Confidentiality outlines the content of notices and dissemination procedures, the rights of children, parents, and guardians in regard to the use of individual records and data collected, stored, and/or destroyed.

Implementation plan is a full service goal and simply establishes a goal of providing education to all persons with EEN between ages 0-21 by October 1, 1980. Various organizations and agencies are involved with providing the educational opportunities including school districts, unified boards, and county handicapped boards. The role and responsibility of the Child Find specialist/coordinator is varied and quite extensive. Note the following recommendations from the Wisconsin Department of Public Instruction:

"In communication with special education directors and state consultants and administrators, the conclusion has been that the duties and responsibilities of the child find specialist may include, but need not be limited to the following:

1. Organize an advisory committee for the project.
2. Organize local school advisory committees where more than one district is involved in the project.
3. Involve interested citizen volunteer groups (WARC, ACLD, etc.) in dissemination and awareness activities.
4. Assume responsibility for the conduct of a public awareness campaign aimed at locating and identifying the unserved handicapped in the area served by the project.

5. Provide a comprehensive approach to screening children located and identified as a consequence of public awareness activities.
6. Coordination, identification, and screening activities with the annual mandated school census.
7. Expedite multidisciplinary team (M-team) activities to ensure that the unserved population is given priority.
8. Work through the direction of special education to coordinate referrals and M-team activities.
9. Provide inservice for outside agencies and local school personnel.
10. Set up a mechanism for recording and reporting the entire EEN population in the area served by the project.
11. Coordinate project activities so that they fit in with area's compliance with mandates of PL 94-142 and Chapter 115.
12. Analyze and display project data so that it can be used in planning efforts in the area served.
13. Develop procedures so that awareness/outreach activities can become a part of the area's ongoing activities in providing services to the handicapped.
14. Assist the director of special education to meet the data collection requirements of PL 94-142.
15. In cooperation with DHC supervisors, develop an overall evaluation plan for the impact of the project.
16. Present papers and reports at scheduled Child Find meetings requested by the state.
17. Give talks, appear on panels, etc. in response to public and private agency requests.
18. Assist in the development of the local educational agency (LEA) plan required under PL 94-142."

CESA 3 Child Find specialist/coordinator explained to all district administrators in CESA 3 at a monthly meeting of administrators, the intent of Child Find, PL 94-142, and how closely it is related to Chapter 115. Cooperation from the administrators was requested and received. Most administrators provided the name of a person in their community, within or outside school circles, whom he considered to be a key and respected person; one with interest, enthusiasm, and who possessed a cordial personality. This key person was to serve as a contact person in that respective school district to give direction to persons making inquiries relative to Child Find. These key contact persons have since been titled Community Chairpersons.

A series of overhead transparencies have been prepared which simply explains Child Find in CESA 3 in lay terminology and pictures. These transparencies have been shown and the procedures explained to numerous groups interested or inquiring about Child Find. They are available for use by any of our chairpersons and their groups also.

The transparencies briefly explain the "Why" of Child Find - to help handicapped children. The mandate of PL 94-142 is the authority for conducting this project and providing all handicapped children with free, public, and appropriate education.

Also most useful in explaining the intent of PL 94-142 are several professionally published filmstrips from The Council for Exceptional Children and from *Parents Magazine.*

How did we proceed? How are we proceeding? What have we done? It has been explained that district administrators had all been consulted and their cooperation and understanding promised. Community chairpersons had then been selected and each person accepted the specific role as community chairperson for Child Find.

There are 20 cooperating and participating school districts in CESA 3 Child Find. The geographical area encompasses the counties of Marinette, Oconto, Florence, Forest, Menominee Indian reservation, and portions of Langlade, Shawano, and Brown counties. It has an estimated population of over 50,000 residents. Its north/south extremes are 80 miles distant; east/west, approximately 55 miles.

The CESA 3 Child Find specialist/coordinator coordinates and directs the local chairpersons and their local volunteer committees in disseminating information relative to Child Find. Local committees also do some canvassing and inquiring in their neighborhoods as to locating children with EEN.

The geographical area (and school districts within CESA 3) was divided into four general areas similar to cutting a pie into quarters. The Child Find specialist/coordinator then holds area meetings with all local chairpersons periodically to discuss progress, effectiveness, and problems which may arise. The Child Find specialist/coordinator also makes frequent visits with local chairpersons and school officials to further help disseminate Child Find awareness materials in all communities participating in CESA 3 Child Find.

In addition to the community work done by volunteer committees to search for children with EEN; an intensive public awareness campaign is being conducted by the CESA 3 Child Find specialist/coordinator. The news media has been most cooperative in providing time for announcements on radio and TV and space by newspapers. To date thousands of public service announcements relative to CESA 3 Child Find have been aired over seven AM and FM radio stations. Dozens of special news articles have been printed in eleven area newspapers. Special television programs and newscasts have been produced and aired, and more stations have expressed interest. 1,000 bumper stickers with "Child Find" have been printed and distributed and are in evidence throughout CESA 3 area. CESA 3 Child Find materials in the form of special brochures numbering over 7,000 have been distributed and shared in participating communities in CESA 3. More than 40,000 state prepared brochures and flyers have been distributed. Child Find has had booths in fairs and distributed awareness materials at four different county fairs. Holiday parades have been used as public awareness audiences. Dozens of formal and informal presentations have explained Child Find to inquiring citizens, conducted by volunteers and this Child Find specialist/coordinator in CESA 3.

Other persons assisting in CESA 3 Child Find awareness include clergymen, doctors, nurses, census takers, sheriff's department personnel, schools, social services personnel, unified services boards, service organizations, day care centers, health departments, and many more.

A professionally prepared filmstrip and Child Find cassette tape with song and narration has been used in recent meetings.

Each day more and more people are becoming aware of the Child Find project and are asking many questions regarding its usefulness, intent, and effectiveness. In CESA 3 the answers have so far been largely pleasant and affirmative.

Some interested citizens would like to help identify and report children with EEN. However, they do not feel competent in spotting these children or identifying an EEN in a child. In CESA 3 we list some common handicaps and also provide some simple guidelines to use when observing child behavior. If an interested observer identifies a possible variation from normal or expected behavior, the unserved child should be reported to Child Find. The Child Find specialist will refer the unserved child to the director of special education who refers the unserved child to the multidisciplinary team for further indepth observation, screening, and assessment, of course with the cooperation of the parents.

A simple explanation to citizens or parents reveals the procedure followed by Child Find in CESA 3. First we must locate and identify the child with a suspected EEN. Then the child may be referred to the multidisciplinary team, thereafter screened and evaluated by the multidisciplinary team. Preparing an individual and appropriate program for the child with EEN is next. It may be necessary to initiate new special programs to fit the special needs of some children. The key to a successful program for a child is to work closely with the parents of the child and utilize all the technical knowledge and expertise of available specialists in preparing a special and appropriate program for the child.

The legal and technical aspects of administering this project in CESA 3 will not be part of this review.

Child Find at the state level has held a number of meetings to provide opportunity for persons involved in Child Find to share experiences, problems, and/or solutions relative to their respective project and progress. These meetings have been invaluable in this respect. Also, a statewide awareness campaign will supplement and assist all projects in publicizing Child Find. Again, news media will be utilized and much useful printed matter is readily available to help provide Child Find information to the citizenry of Wisconsin.

Documentation of all Child Find activities is a requirement of PL 94-142. Child Find materials, activities, schedules, agendas, minutes, and itineraries are kept as part of Child Find documentation. The actual "headcount" of resident handicapped children is secured and reported on form PI-2197. Only through this intensive search, available screening and assessment process, and keeping detailed records of all data on EEN children can we confidently state that all the resident EEN children have been identified and served in CESA 3.

The Importance of the Regular Classroom Teacher to the Mainstreamed Student

By Thomas E. McDonnell, Ph.D.
Assistant Professor
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With the advent of the individual educational program (IEP) as mandated by Public Law (PL) 94-142, one of the most important persons to the exceptional educational needs (EEN) student for whom the IEP is written is the regular classroom teacher. This article will be an attempt to illustrate the importance of the regular teacher being involved in both the planning and the remediation of the mainstreamed student.

Importance of the Regular Teacher—The rationale for involving the regular teacher is that the regular teacher contributes changes or modifications in the curriculum for the EEN student. The regular teacher knows the student's strengths, weaknesses, and level of performance probably as well as any other staff member. The regular teacher's input to a multidisciplinary team (M-team) diagnosing a student is vital to the planning of a remedial program for the EEN student. No other team member has been involved with the referred student as extensive as the regular teacher. Formal diagnostic tests by the psychologist and other team members should be used for comparing and/or contrasting test results with the actual classroom performance of the student. This classroom performance is measured by the regular teacher. Discrepancies between test scores and classroom performance are much easier to substantiate through the regular teacher.

Teacher Resistance—Since mainstreaming has been initiated in public schools, there has been much resistance on the part of the regular classroom teachers in becoming actively involved with special education personnel (Milofsky, 1974). The underlying reasons for this resistance range from a lack of awareness of what the role of the special educator is, to frustration and resentment in working with exceptional students in a full-size classroom while the special educators teach in small groups for a shorter period of time. The former problem usually is a result of the special educators neglecting to educate the regular teachers about what the role of the resource room teacher, itinerant, etc. is. The latter problem of frustration and resentment is the "nature of the beast" as mainstreaming is legislation. But these frustrations should be ameliorated through inservice workshops and consultation as well as resource rooms and other ancillary help. Mainstreaming has proven to be the least restrictive placement as most studies comparing the selfcontained special education classroom with the regular classroom have resulted in the failure to prove the selfcontained classroom as being superior in academic achievement (McCarthy, 1971).

Transfer of Skills from Resource Room to Regular Class—In order to maximize the work of the special educator in the resource room, the regular classroom teacher and the resource room teacher should be consistent in their remediation. The first step would be to share the short and long range goals of the IEP with the regular classroom teacher. The next step would be to have the resource room teacher and regular teacher discuss the exact type of remediation that the resource room teacher will be working on. For example, if the resource room teacher will be teaching long vowels, then the regular teacher should reinforce these lessons whenever feasible in order to have the skill transfer from the resource room teacher's lessons to the regular classroom curriculum. Periodic monitoring and feedback between these two teachers is essential in order to continue the remediation, change to another method of teaching, or progress to another lesson once the student has mastered the concept. If the student does not master the concept in the given length of time, one or more of the following questions should be answered. Is the goal realistic? Is the student ready for the concept or is a splinter skill being taught? Is how or what that is being taught the cause of the student's failure to learn? Finally, is the regular classroom teacher consistent with what the resource room teacher is teaching? One or more of these questions could be the crux of the student's learning problem.

Importance of Inservice Workshops—With mainstreaming becoming legislation, the need for inservice workshops for regular teachers is imperative. Not only does the regular teacher need to be educated for working with the EEN students, but he/she needs to have a beginning understanding of what constitutes an exceptional need for referral purposes.

Inservice workshops should focus on individualizing remedial programs that are consistent with the remediation of the special educator and/or other ancillary personnel. Regular teachers should be aware of programs that are completely individualized in which the students work on an independent basis at their own level. They can also be shown the many similarities of teaching by the special educator and the regular teacher. With this knowledge, the regular classroom teacher will more readily accept EEN students in conjunction with the rest of the class. The most important part of inservice workshops for mainstreaming is to prove to regular teachers that it not only works, but that it is possible to integrate these students into their classrooms without total chaos.

Accountability of Regular Classroom Teachers—One of the best features of the IEP is to ensure that teaching is a profession by providing accountability. Without this responsibility, teaching is not a profession. It is of vital importance for the regular teacher to help the resource room teacher plan remedial strategies not only because of academic efficiency but also because of accountability. The regular teacher should be mutually accountable for the goals in the IEP for a mainstreamed student.

Key to Success—The person that plays one of the most important roles for the success of the IEP as well as mainstreaming is the regular classroom teacher. Without the cooperation of this teacher, the IEP stands little chance of success. The regular teacher needs to be involved with the planning, implementation, and accountability of the total IEP of the mainstreamed student in order to ensure the realization of the goals of the education of the EEN student.

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3. Milofsky, C.D. 1974. Why special education isn't special. Harvard Educational Review 44:437-457.

Legal Opinion on Providing Special Education Programs

August 9, 1977
Dr. Barbara Thompson
State Superintendent
Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

Dear Doctor Thompson:

In your recent letter you asked me "the extent of the state superintendent's powers under section 115.89 (1), Wis. Stats., to initiate action where a school district is allegedly not providing special education programs as required by section 115.85 (1) and (2), Wis. Stats.?"

In your letter you note the absence of specific procedures in section 115.89, Wis Stats., for initiating action, and indicate that you desire advice as to when and under what circumstances the state superintendent may hold a public hearing under this section.

You have also enclosed a letter from the Department of Public Instruction's legal counsel to the administrator of the Division for Handicapped Children of the Department of Public Instruction advising him in this area.

It is my opinion that you may order a public hearing under section 115.89 (1), Wis. Stats., when you have received information from which one in your position and with your expertise can reasonably believe that a school district has not provided programs for children with exceptional educational needs as required by section 115.85 (1) and (2), Wis. Stats.

You may, for example, initiate a hearing based upon a complaint received by an interested person such as a parent of a handicapped child, or organized group of such parents, or you may act upon information supplied to you by the Division for Handicapped Children, provided that the information furnished to you from these sources or your subsequent investigation, provides the basis for the reasonable belief that the school district in question has not complied with section 115.85, Wis. Stats.

You may also order the Division for Handicapped Children of the Department of Public Instruction to investigate complaints involving the failure of school districts to comply with section 115.85 (1) and (2), Wis. Stats., and order the division to make recommendations to you regarding the initiation of action under section 115.85 (1), Wis. Stats.

While further legislation may be desirable to clarify the power of the state superintendent in this area as suggested by the Department of Public Instruction's legal counsel, it is not essential to the implementation of section 115.85, Wis. Stats.

Since section 115.85, Wis. Stats., authorizes the state superintendent to hold a public hearing on the question of compliance by school districts with section 115.85, Wis. Stats., the power to promulgate administrative rules to determine how a complaint shall be processed, and under what circumstances a hearing on the complaint shall be held, and the procedure to be followed, must necessarily be implied from section 115.89, Wis. Stats. Section 227.014 (2) (a), Wis. Stats.; *State v. Grayson,* 5 Wis. 2d 203, 92N.W.2d 272 (1958).

The findings made by you pursuant to section 115.89, Wis. Stats., have a rational basis if subsequent statutory enforcement procedures provided by section 115.89 (2), Wis. Stats., and (3) are to be effective or if the record is to withstand review on a petition for a writ of certiorari. A complete record of the hearing held pursuant to section 115.89, Wis. Stats., should be developed by consistently applied procedural rules.

I hope that this information is helpful to you.

Sincerely yours,
Bronson C. La Follette
Attorney General

6400-3J82511-78

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